



Proposal

**to Serve as Lead Partner
in the Management of
Adams 14**

District Renaissance Partners

14 Jan 2019



District Renaissance Partners

Ms. Connie Quintana
Chair, Adams 14 Board of Education

Dear Ms. Quintana,

Please accept this proposal on behalf of District Renaissance Partners, a joint venture of Empower Schools and Third Future Schools, to assist in the transformation of the Adams 14 school district. We appreciate both the tremendous opportunity and inherent challenges in the work of systemic improvement and turnaround of the Adams 14 School district and believe we have the philosophy, skills, expertise, and vision to undertake this work on behalf of the students who attend Adams 14. We look forward to partnering with the Adams 14 Board, District, and community to engage in a process to identify and build on current strengths and make bold and innovative change where needed. An effort of this magnitude and importance will require all of us to work in partnership to reimagine what is possible.

District Renaissance Partners, a joint venture of two experienced education-focused organizations, Empower Schools and Third Future Schools, was formed in 2018 and is focused on improving schools in Colorado and Texas.

Empower Schools (“Empower”) is a non-profit that partners with communities to help them get the schools they want with the results students need. We work with district and community leaders, state education agencies, and both traditional educators and proven non-profit operators to align interests and develop pathways for public school improvement and innovation.

Empower’s work is informed by our on-the-ground experience as the design and launch partner of several public school improvement efforts in Colorado and across the country, including efforts in Denver (Colorado), Lawrence, Salem, and Springfield (Massachusetts), and Waco and South Texas (as part of a collaborative with four districts). Collectively, this work serves more than 30,000 K-12 students and has inspired leading organizations to study and highlight our work.

Empower Schools is led by experienced education sector leaders, Chris Gabrieli and Brett Alessi. Empower’s team is made up of full-time staff and expert consultants with experience spanning Zone design and implementation, talent pipeline development, school and school-system leadership, school support, community engagement, and more.

Third Future Schools (TFS) is a non-profit, charter school network designed to significantly narrow achievement gaps *and* prepare students for a Year 2030 workplace. This new education system opened its first school in Aurora in 2017, which is already one of the top schools in Colorado for academic growth. The network began operating its second school in late 2018 and will open its third school in Colorado Springs in 2019.

Third Future Schools is led by Mike Miles, a nationally known education leader and former Superintendent of Harrison School District in Colorado Springs and the Dallas Independent School District. TFS’s central staff comprises experienced educators who have worked in large public school districts and have been successful in turning around struggling schools and districts.

District Renaissance Partners

Our combined approach to serve Adams 14 rests on four key pillars:

- *Empowered educators:* We believe in working to move resources and authorities down to the school level to empower those closest to students to make decisions that matter most for improving student outcomes.
- *A system of schools approach:* We believe that the school is the unit of improvement and believe in transparent and efficient central management, overseen by a governing board that is committed to making decisions based on outcomes and supported by an objective performance management system.
- *Use of a split-screen strategy for schools:* The split-screen approach, as described by Ted Kolderie, can be used to pursue both innovation and improvement for schools within a system, allowing for deeply innovative approaches with a focused set of schools, while improving systems and instruction in others. We will work with the Superintendent and the best of Adams 14's current educators and partners across the majority of Adams 14 schools to drive continuous improvement in classrooms, schools, and central functions while also selecting a small group of the lowest performing schools ("Future schools") to implement a plan to significantly narrow achievement gaps within one or two years through bold and innovative approaches.
- *Sustainable local, independent governance:* A thoughtful and sustainable governing board can empower local people, elevate community voices, and ensure accountability for student gains.

District Renaissance Partners believes that districts, educators, community partners, and others are already committed to success for their students, schools and communities and that change must be done *with* not *to* those stakeholders. While some prefer to work to replace and push away current participants, we believe in incorporating, partnering, and building with the best of what is already in place. We do believe that education systems need help discovering powerful and sustainable ways forward. We focus on educators and their empowerment because we believe that only when the educators in each building have the will and the skill to lead with student success as the North Star can progress be rapid. We believe those educators need support but need to be given the authority and accountability to succeed. We pursue the "split-screen approach" because we think it will take both innovation as well as improvement in partnership with existing educators to provide broad-based gains for students with everyone learning and sharing together.

District Renaissance Partners represents the strengths of two organizations, united in the overarching vision of improving student outcomes in Adams 14. What follows is a proposal detailing our individual and collective expertise, track record, and approach. We look forward to engaging in this important work on behalf of the students of Adams 14.

Sincerely,

Brett Alessi
Empower Schools
Brett@empowerschools.org

SECTION 2 - EXPERIENCE AND QUALIFICATIONS

Please address each criterion listed below as it relates to your organization's relevant experience and qualifications:

1. **Proposed Personnel.** Identify the individual who will be the main point of contact and any other already-identified team members who will be responsible for providing services for the duration of the project. Provide an overview of the experience, background, and responsibilities--including résumés or curricula vitae for those individuals. The District reserves the right to determine the acceptability of these individuals.

Main point of contact: Brett Alessi, Empower Schools

Team:

Chris Gabrieli: Chris is the co-founder of Empower Schools, Chairman of the Massachusetts Board of Higher Education, and a lecturer at Harvard's Graduate School of Education. Prior to launching Empower Schools, Chris co-founded and led the National Center on Time & Learning, an organization at the forefront of the movement to expand learning time for disadvantaged students in Massachusetts and across the country. He serves on the board of NewSchools Venture Fund, is a Partner Emeritus at Bessemer Venture Partners where he helped entrepreneurs build biotechnology and healthcare companies, and began his business career as the founder and CEO of GMIS, a medical software company that became the leader in its field and a publicly traded company.

Brett Alessi: Brett co-founded Empower Schools and leads Empower's work in Texas and Colorado. Prior to launching Empower Schools, Brett ran the New Initiative group at Massachusetts 2020. Previously, he led the Greater Boston and New England region for Education Pioneers. Brett began his career as a classroom teacher and taught at the elementary and secondary levels before helping to start a think tank focused on youth civic engagement and working in the private sector at Revolution Health. Brett graduated from Middlebury College and holds an M.A.T from Brown University.

Mike Miles: Mike is the CEO of Third Future Schools, former Superintendent of the Dallas Independent School District, and the co-founder of the Academy of Advanced Learning charter school in Aurora, Colorado. A nationally-recognized leader in education, Mike devotes his time to creating schools that will prepare students for a Year 2030 workplace. Prior to his latest work, Mike served three years as the Superintendent of the Dallas Independent School District and six years as the Superintendent of the Harrison School District in Colorado Springs. Under his leadership, both districts implemented ground-breaking initiatives, established a high-performance culture, and experienced significant growth in student achievement. As an

instructional leader and professional developer, Mike has also helped teachers and administrators in school districts nationally improve instruction and raise achievement.

Mike has also served the public interest as a soldier and statesman. He served as a Company Commander and in the Army's elite Ranger Battalion. Mike later served in the U.S. State Department as a Soviet analyst and member of the Bureau of Intelligence and Research. He then served as a Diplomat to Poland and Russia at the end of the Cold War, finishing his State Department work as the Special Assistant to the Ambassador to Russia.

Mike holds degrees from the U.S. Military Academy at West Point, the University of California at Berkeley, and Columbia University.

Matt Matera: Matt is a Senior Program Director at Empower Schools, supporting our Colorado work. Before joining Empower Schools, Matt was the Director of Human Capital Investments at New Schools for New Orleans and the Director of Innovation and Talent for Lawrence Public Schools in Massachusetts, working with teachers, administrators, and education organizations to help support effective teaching and learning. He also taught middle school English for five years, including three years at Innovation Academy Charter School, where he is now on the board. He is an alumnus of Teach For America and Education Pioneers and also worked for several summers with the Breakthrough Collaborative. Matt has a B.A. in English and a J.D. from Yale University.

Cara McKenna: Cara is a Senior Partnership Manager at Empower Schools. Before joining Empower, Cara was a Consultant at The Boston Consulting Group, working on strategy and large-scale project management with both nonprofit and for-profit organizations. Prior to BCG, Cara was a public school teacher in Boston and Brookline, MA, teaching social studies at the high school level for seven years. Cara graduated from Brown University with a B.A. in History and has an Ed.M. from the Harvard Graduate School of Education and an M.B.A. from The Tuck School of Business at Dartmouth.

Breanna Higgins: Breanna is a Program Manager at Empower Schools. Prior to joining Empower, Breanna was a Research Assistant for the Education Policy faculty at George Washington University, working on various research projects relating to charter schools, school improvement reforms, and district policies. Before turning to research, Breanna spent five years as a high school teacher in Boston, including heading the History Department and leading the Response to Intervention program at City on a Hill. Breanna has a B.A. in History & International Studies from Stonehill College and an M.Ed. from UMASS Boston in Curriculum & Instruction. She is currently a candidate for a Doctorate in Education Policy & Administration from George Washington University.

Aljean Tucker: Aljean sits on the Board of Third Future Schools and has cabinet-level experience in District operations. She is the former Assistant Superintendent for Curriculum and Instruction in the Harrison School District. In that role, Aljean was directly responsible for aligning the curriculum and developing District level assessments to monitor student academic growth. She is credited with significantly improving the quality of instruction among the teachers and strengthening principal effectiveness, resulting in significant academic gains for students. Aljean currently works as a consultant in various districts, developing good instructional practices for teachers as well as consulting in the area of teacher and staff compensation. She also evaluates and supervises teacher candidates for the University of Colorado at Colorado Springs.

Cheryl Serrano: Cheryl Serrano has over thirty years of education experience. She was the superintendent for Fountain-Fort Carson School District for eight years after serving 17 years as the Assistant Superintendent of Business and Auxiliary Services. During this time she served on several boards, committees, and commissions including Financial Policies and Procedures Committee (FPP) and the Education Data Advisory Committee (EDAC). She is also honored to have served the military community in Fountain-Fort Carson. She was appointed as the Colorado Commissioner for the Interstate Compact for Military Children where she served from 2007 through 2018.

Cheryl is currently serving as the Finance Director for the charter school network, Third Future Schools. Prior to coming to Colorado, she worked in public accounting in Texas for several years. Cheryl has also taught accounting and education administration classes at various colleges and universities. She holds a Master's in Education Administration and a Master's in Business Administration.

We plan to engage Attuned Education Partners, in particular, for the design and implementation of central office supports:

Alyssa Whitehead-Bust: A career educator, Alyssa is co-founder and partner of Attuned Education Partners, a national support organization dedicated to building the capacity of K-12 organizations in order to increase achievement for students. At Attuned, Alyssa designs and leads processes that help K-12 organizations prioritize, plan, and implement foundational systems. In the past three years, she and the Attuned team have supported more than 60 schools, networks, and districts across the nation. Previously, Alyssa served for five years as a cabinet-level leader of Denver Public Schools (DPS), serving as both the Chief Academic Officer and the Chief of Innovation and Reform. In her time at DPS, Alyssa led many of the initiatives that have gained national attention for securing increased outcomes for students, including developing the district's new academic strategy and educator supports, realigning central office service functions, overseeing the district's portfolio approach, and designing and launching one of the

nation's first public school innovation labs. In addition to district leadership experience, Alyssa also brings school leadership experience, having served as a principal for five years.

2. Process for Added Capacity. Provide an explanation for how the organization will recruit and select additional team members or organizations to support this work and ensure that all staff have the needed skills and experience to do this work.

Empower Schools works with proven partners and consultants to deliver high-quality work in alignment with our mission. We assess and identify areas of weakness in schools and district systems and will structure an effective process for the selection of the right partners to execute the work. This work might include leadership coaching, budgetary support, talent management, or any number of other initiatives. We then facilitate efforts to create a coherent plan for district-wide improvement.

In past projects we have leveraged the expertise of partners such as:

- **TNTP:** Supports schools by ensuring that low-income and minority students get equal access to effective teachers.
- **School Empowerment Network:** Partners with schools to recruit and develop principals and leadership teams and build district capacity to lead excellent schools.
- **UnboundED:** Provides high-quality, standards-aligned resources for the classroom and related training for teachers and school-based teams.
- **Student Achievement Partners:** Builds the capacity of educators to align instruction to rigorous standards.
- **Gates Family Foundation:** Empower partnered with the Gates Family Foundation to design and launch autonomous zones of schools in Denver. Mary Seawell, Senior Vice President for Education, served as the President of the Denver Public Schools Board of Education and has extensive experience with governance innovations. Ana Soler, Senior Program Officer, has extensive experience with community engagement.
- **Jack Elsey:** Senior Fellow with Empower Schools and Future Chief with Chiefs for Change. He previously served as the Chief Schools Officer for the Education Achievement Authority of Michigan. He has extensive experience leading turnaround efforts in struggling schools and districts.
- **Seth Racine:** CEO of Open Architects, an organization created to provide support to realign central structures and resources around the district's vision and operate key central office services on an ongoing basis. Previously, Racine was instrumental in redesigning Lawrence Public Schools as the Chief Redesign Office and Deputy Superintendent while Lawrence was in Receivership.
- **Alyssa Whitehead-Bust:** Partner of Attuned Education Partners. Empower collaborated with Alyssa on the design and launch of the Luminary Learning Network in Denver.

Empower Schools and Third Future Schools also have close connections with numerous educational organizations and influential stakeholder groups that have supported their organizations or leaders in the past.

3. Organizational Experience. Describe your organization's experience at both the school and school district levels [JF2] with turnaround implementation, educational programming, analyzing and designing operations, analyzing safety and security measures, working with existing leadership staff, [JF3] and [JF4] efforts toward stakeholder engagement (e.g., parents, students, local school board, district administrators, school administrators, teachers, community members, local businesses and organizations).

District Renaissance Partners brings together two organizations with expertise in district leadership and transformation.

Third Future Schools is led by Mike Miles who has nine years of experience as a Superintendent of Schools and two as a network CEO. In 2006, Miles took the reins of the Harrison School District in Colorado Springs. The District was in turnaround status (called Academic Watch at that time). In two years, Miles and his team got the District off the watch list and began to significantly grow achievement results. Colorado Department of Education archives will also show that:

- Harrison's graduation rate climbed from 69% to 74% during Miles' tenure; Colorado's graduation rate remained flat at 75% during the same period of time.
- The District's ACT scores grew from 16.5 to 18.8 in 6 years, outpacing the state which grew only one point during the same time.
- Harrison exceeded Colorado's academic growth in the state assessments (TCAP) by an average of 4.8 percentage points in reading, 4.1 in math, 6.8 in writing, and 8.7 in science from 2006 to 2012.

Harrison also became a national model for innovation improvement. The following were among the successful initiatives that were founded on stakeholder input and engagement:

- The establishment of a Year 2020 school that piloted courses geared for the future such as information literacy, economics and globalization, and physics for middle school students
- The first, large homeschool/district collaboration that supported approximately 150 homeschool families
- Community-school collaboration with the Colorado Springs Conservatory and the Southeast YMCA
- Principal, teacher, and *community* leadership academies
- A successful pay-for-performance model, which helped inform SB191

- Governance reform including development of operational expectations and a modified policy governance model

Miles became a leader in the education reform movement and became a recognized expert in analyzing school and district processes and interdependent functions to successfully implement systemic change.

Dallas Independent School District then hired Miles in 2012 to turnaround the 13th largest district in the United States with 160,000 students and 222 schools. Miles and his team are credited with the largest academic growth any urban district in Texas had ever experienced. According to Paul Haeberlen, the COO of the Education Resource Group, *“Dallas ISD showed more improvement in academic outcomes between 2011 and 2015 than any other large urban district in Texas . . . We called this the ‘Dallas Miracle.’”* Similarly, Gregg Fleisher, Chief Academic Officer of the National Math and Science Initiative (NMSI) wrote in October, 2014, that, *“We know of no other large urban district in the country that has even half the results Dallas has with respect to the percentage of their minority students passing AP math and science exams.”*

More importantly, the reforms were systemic, and thus, the academic successes continued beyond Miles’ tenure. Numerous newspaper articles over the last two years detail the success of Miles’ initiatives and the foundation he laid for success. Most important was the ACE initiative to quickly turnaround the lowest performing schools by staffing them with distinguished teachers. The results of Miles’ last initiative also had extraordinary results. The year before the ACE initiative, 43 Dallas ISD schools were in the bottom 5% academically of all the schools in Texas. In less than four years, all but 3 of those schools had raised achievement significantly and were no longer on the list.

Miles and founding team members created Third Future Schools in 2016 to reimagine school systems to significantly and quickly narrow achievement gaps and prepare students for a Year 2030 workplace and world. The network opened its first school in 2017. According to A+ Colorado, after only one year, the Academy of Advanced Learning stands among one of the top schools in Colorado for growth on the PARCC reading and math assessments.

Empower Schools has led on the following projects, all of which included interface with District central office staff, school level leadership, and community engagement. Our work is responsive to the particular needs of each community, and we are encouraged by positive momentum in student outcomes.

Lawrence, MA: In 2011, at the invitation of the Massachusetts Commissioner of Elementary and Secondary Education, Empower’s founders were invited to support the design and launch of

a turnaround effort for Lawrence Public Schools. They worked with the state and the district's new Receiver to 1) develop a district-wide turnaround strategy focused on schools as the unit of improvement, 2) attract the turnaround team and proven and promising partners to support the effort, and 3) secure national and local resources. Empower also supported in the negotiation of a new Collective Bargaining Agreement that allowed for flexible school-level working conditions and a compensation model that provides stipends for expanded time and increased teacher leadership roles. In just four years, the Lawrence turnaround challenged assumptions about what is possible for schools and students in large-scale district reform. Between 2012 and 2016, the percentage of students in Level 1 schools (the top level of the state accountability system) increased more than 5x from 8% to 42%, passing over 100 Massachusetts districts. A robust independent study conducted by Harvard economists on Lawrence concluded that, "Our study undoubtedly provides an encouraging proof point that the improvement of chronically underperforming districts serving primarily low-income and ESL students is indeed possible," (Scheuler, Goodman, and Deming, 2016).

Since Lawrence was placed in Receivership:

1. The district's Median School Percentile increased from 8th to 23rd.
2. The 4-year graduation rate increased from 52% to 72%.
3. District math performance improved from 30 points below the state average to 15 points below the state average; district ELA performance improved from 28 points to 22 points below the state average.
4. The number of Level 1 (highest) schools increased from 2 to 10.

Springfield, MA: In Springfield, Empower captured the enabling conditions of the Lawrence model in a "Zone" framework. Empower served as the catalyst for the creation and then as the design, launch, and initial implementation partner for our first Zone - the groundbreaking Springfield Empowerment Zone Partnership (SEZP). SEZP was created to manage nine underperforming Springfield Public Schools serving majority Hispanic, high-poverty students. It has grown to serve approximately 80% of all middle school students and 20% of all high school students in the second largest school district in New England. In designing SEZP, Empower 1) identified a novel regulatory pathway, 2) worked with the district and state to setup an independent nonprofit organization with its own board, and 3) negotiated a performance contract between the Zone and the district that granted the Zone board full managerial authority over schools in the Zone, as well as a new collective bargaining agreement that allows for total flexibility at the school level on all working rules and enables critical tools such as affordable, stipended expanded time compensation. In launching SEZP, Empower 1) aligned stakeholders around a strategic vision, 2) codified operating principles, 3) helped run a school planning process, and 4) developed an ecosystem of supports for schools to ensure they had the resources needed to use their autonomy well, including establishing partnerships with school support and technical assistance providers, such as TNTP, New Classrooms, UnboundEd, Teach for America,

Relay Graduate School of Education, Achievement First, and 5) launched new teacher and leader pipeline programs. SEZP has become one of the fastest-growing networks of urban middle schools in the state.

SEZP has realized promising results. In the past year:

1. Three emerging leading schools have increased median student growth percentiles by at least 13 and up to 30 points above their baseline.
2. Chestnut TAG is the first school in SEZP to exit underperforming status, one of only four schools in the state to do so this year.
3. Zone health and effectiveness is strong and growing, including partnerships with the state and district. Zone teachers recently voted 93% in favor of renewing the Collective Bargaining Agreement with the Springfield Education Association.

The SEZP Board initially set a goal for all Zone schools to reach a median Student Growth Percentile (SGP) of at least 50 or above in both ELA and Math - a major increase compared to these schools' performance before the Zone. In Year 3, SEZP academic results show steady improvement in the aggregate with three leading schools showing accelerated gains. Zone-wide Median ELA SGP has grown by 6 points and Zone-wide Median Math SGP by 3 points.

Denver, CO: In 2015, Empower partnered with the Denver Public Schools and the Gates Family Foundation to design and launch the Luminary Learning Network (LLN) with four innovation schools in Denver. The LLN, Denver's first innovation zone, was created to build on progress rather than to catalyze a turnaround effort. The four schools that now make up the LLN were already designated as innovation schools within Denver Public Schools (DPS) and were making improvements in student outcomes under that designation. Nonetheless, the schools' leaders believed that an SEZP-type structure would codify these changes through a contract with the district and allow for the school-based flexibilities to endure over time. Empower led the zone design process and provided strategic advisory support and technical assistance to schools and the Zone. In its first year, three out of the Zone's four schools met their three-year performance goal, moving up one performance band in Denver's School Performance Rating (SPF), which is a composite index that includes growth, proficiency, parent satisfaction, etc. Based on the LLN's success, the Denver Board of Education recently unanimously approved the addition of one school to the LLN and the formation of two additional Innovation Zones, the Northeast Denver Innovation Zone, comprised of four schools, and the Beacon Network Schools Zone, comprised of two schools. In total, these Innovation Zones in Denver now serve over 6,000 Denver Public Schools' students.

The LLN has realized positive indicators of success for students and has been approved to add an additional two schools. Key results from the LLN include:

1. Due to impressive growth, the Denver Green School has now attained a rating of Distinguished on the Denver School Performance Framework - the highest rating.
2. Three of the four LLN schools have met their three-year performance goal in the first year of operation.
3. Median growth Percentile increased across the Zone in Math and ELA and remains above the district median in both subjects.

Waco, TX: In 2018, Empower partnered with Waco ISD through the Transformation Zone Planning Grant. Over the course of last winter and spring, Empower worked with district and community leaders to launch Transformation Waco, a first-of-its-kind partnership in the state. Transformation Waco provides three elementary and two middle schools (serving ~ 2,500 students) with school-level autonomy over schedule, staffing, budget allocation, curriculum and instruction, and school culture through a Subchapter C in-district charter contract. WISD has received TEA approval of SB1882 benefits, including a 2-year accountability pause and additional annual per-pupil funds. Empower collaborated with Waco ISD to align stakeholders, develop contracts, form a new nonprofit organization, recruit an independent board, develop a Zone strategy, and connect the Zone with best-in-class partners like AUSL, TNTP, School Empowerment Network, New Leaders, and the Uteach/Texas STEM coalition. Empower supported Waco ISD in completing the only 1882 partnership application that was approved on its first submission and securing the only fully funded TEA Transformation Implementation Grant at \$1,000,000 per campus.

Rural Schools Innovation Zone: Empower Schools is currently working with four districts in South Texas and Ed Point to undertake an ambitious redesign effort to create specialized college and career pathways in partnership with Texas A&M University Kingsville, Del Mar College, and Coastal Bend Community College.

4. Organizational Structure. Provide a description of your organizational structure.

District Renaissance Partners is a joint venture of Empower Schools and Third Future Schools.

Empower Schools is a non-profit organization led by Chris Gabrieli, CEO and Brett Alessi, Co-Founder and Managing Partner. Brett leads Empower's work in Colorado and is supported by a team of experienced education professionals including Matt Matera, Cara McKenna, and Breanna Higgins.

Third Future Schools has the only checks-and-balances school governance system in the nation. The Board of Directors guide policies and establish the strategic vision with the help of the CEO. The Council provides a check on the Board and supports innovation and continuous improvement. The CEO, Mike Miles, oversees all operations of the TFS schools. Miles is joined by a highly-effective and experienced team of educational professionals, including Cheryl Serrano, Aljean Tucker, and others.

District Renaissance Partners would, in collaboration with Adams 14 and CDE, design the Commerce City Renaissance Partnership Board (CCRP) to oversee the management and transformation of the district. The board would likely have nine seats and include a mix of district, union, and local community representation. CCRP would then be responsible for ensuring all partners, including District Renaissance Partners, deliver on their contracted responsibilities.

5. Organizational Theory of Action and Implementation. Define your organization's theory of action. Provide a description of how you implement this theory, including how you incorporate research-based strategies. Highlight how communities are included in the theory and implementation work. Explain your organization's expertise and experience engaging community stakeholders in systemic school and school district improvement and turnaround work. Identify unique challenges/approaches that you have experienced with developing and implementing a successful turnaround plan.

Theory of Action

Our theory of action rests on four key pillars:

- Empowered educators
 - We believe in working to move resources and authorities down to the school level to empower those closest to students to make decisions that matter most for improving student outcomes.
- A system of schools approach
 - We believe that the school is the unit of improvement and believe in transparent and efficient central management, overseen by a governing board that is

committed to making decisions based on outcomes and supported by an objective performance management system.

- Use of a split-screen strategy for schools
 - The split-screen approach, as described by Ted Kolderie, can be used to pursue both innovation and improvement for schools within a system, allowing for deeply innovative approaches with a focused set of schools, while improving systems and instruction in others.
 - We will work with the Superintendent and the best of Adams 14's current educators and partners across the majority of Adams 14 schools to drive continuous improvement in classrooms, schools, and central functions while also selecting a small group of the lowest performing schools ("Future schools") to implement a plan to significantly narrow achievement gaps within one or two years through bold and innovative approaches.
- Sustainable local, independent governance
 - A thoughtful and sustainable governing board can empower local people, elevate community voice, and ensure accountability for student gains.

Implementation

To execute on this theory, we intend to pursue the following:

District Renaissance Partners will work collaboratively with Adams 14 and CDE to create a new, local governance structure - Commerce City Renaissance Partnership (CCRP) - that serves to empower educators, hold them accountable for results, and sustain progress. District Renaissance Partners would help identify and recruit the members of the CCRP board. The CCRP board would be composed of a mix of Adams 14 District leadership, Local Union Representation, and community members invested in the success of Adams 14 schools. This governing board would oversee the progress of the Adams 14 schools, select partners to assist in district improvement, and hold those partners and schools accountable.

This overarching governance structure will provide the oversight and accountability needed to sustainably pursue the other key pieces of the strategy while also elevating community voice by having community members serve on the board and meet in open session.

CCRP will define its strategy to support the work of Adams 14 schools, which may be organized around the following:

- *Configure for success* – This strategic effort focuses on ensuring the right leadership and programmatic strategy across schools. Work may include:
 - Setting performance targets and building a comprehensive performance framework
 - Ensuring high-quality principal evaluation

- Creating pipelines of new leaders such as the Founders Fellow program, modeled on a successful program in the Springfield Empowerment Zone Partnership
- o *Support for students* – Direct student support efforts can supplement the daily educational work being done in schools. Work may include:
 - Designing a robust Empowerment Academies intervention for students. This intervention, modeled after a successful program in Lawrence, Massachusetts, creates optional vacation academies that provide intensive, high-quality academic intervention and enrichment for students. Academies are taught by outstanding teachers, and students receive small-group instruction.
- o *Support for schools* – Through a combination of employees and contractors, CCRP will provide extensive support as schools implement the strategy and work with Adams 14 Central Office staff.
 - Human Resources
 - Finance
 - Facilities
 - Communication
 - Transportation
 - Grants
 - Data collection and analysis
 - Talent support
 - Creation of a framework for academic/instructional support
 - Principal coaching support
 - Framework for school planning and support during the planning process
- o *Essential foundations* – There are significant responsibilities that come with being a governing board. CCRP will be responsible for:
 - Following all terms of the contract
 - Communication and engagement with stakeholders
 - Organizational policies and practices

These processes will be repeatable and sustainable because they align tightly to the overall strategy, and they support school-driven improvement efforts. CCRP is therefore not asked to perform superhuman tasks across multiple schools but instead to do the difficult but manageable work of supporting educators, creating a high-quality accountability system, and aligning all work to a coherent strategy.

Furthermore, CCRP's centralized efforts will enhance student achievement because they prioritize academic outcomes. The focus on configuration ensures that schools are held accountable for their performance and that CCRP is relentlessly seeking ways to increase the number of high-quality school seats available to students. The other three strategic efforts help schools as they work to provide this academic opportunity for students.

In order to implement the split-screen strategy, Third Future Schools will assume management responsibility of two schools (“Future Schools”), at the start, to pursue bold and innovative strategies to quickly narrow achievement gaps and pilot Year 2030 initiatives. We imagine that the schools managed by Third Future would grow from two to four over two years.

The Future Schools

Under our split-screen strategy, the “Future Schools” provide proof points to help stimulate innovation and change in the rest of the District. Future Schools will be immediately accountable for getting 1.5 years of growth in one year and obtaining a “performance” rating from the State.

The Future Schools will largely replicate the highly successful Third Future Schools network model, which is founded upon eight principles of a new education system (see below).

Some of the key features of the Future Schools include the following:

- The school will be open from 6:30 a.m. until 6:00 p.m. Before and after-care is free. Instruction starts at 8:00 a.m. and ends at 3:30 p.m.
- The average teacher salary will be \$60,000. The school will receive no additional funding to accomplish this. Future Schools will be “reconstituted” with volunteers and highly proficient teachers.
- The curriculum will include information literacy, problem-solving and decision-making, and communications.
- Future Schools will have a strong and effective student discipline policy approved by the CCRP.
- Future Schools will use a unique instructional model that combines direct instruction and personalized learning.

The principles of the new education system

1. **Learning happens everywhere and anytime** – In the Future Schools, learning happens everywhere and anytime. Education instruction and services are brought closer to students (to their communities and homes). When and where students learn is also much more variable and tied to student needs and interests.
2. **Learning is personalized, and students own their learning** – Future Schools shift the focus from what schools require to what families demand. Ownership of student learning belongs to the student. Individual learning plans are tied to more than academic needs and includes support for the growth of the whole child and his social-emotional needs.

3. **Parents have access to a number of choices of programs and more than one school –**

Parents are aware of and have access to an expanded number of choices of schools and programs. The system is designed to respond to the needs of families.

4. **Employee value proposition** – Compensation is tied to what the organization values. Time to innovate and to make improvements to the system are built into employees’ work time. Jobs and career paths across the system are reimaged. The leaders and distinguished employees of the system determine minimum qualifications and competencies required for employment and bear the responsibility of growing the abilities of their employees at all levels.

5. **Focus of learning** – What students need to know and do is increasingly focused on “how to think” and the competencies needed for a Year 2030 workplace and society. Students also learn how to learn. Those who govern the system adjust what students need to learn based on changing workforce requirements, community interests, and societal changes.

6. **Community engagement** -- Community groups bear the responsibility of educating students in many non-core subjects.

7. **Governance model** – Future Schools use a governance model that ensures those who establish policies do not also operate the system’s schools, departments, or functions. Governing bodies in Future Schools are charged with aligning the system to the principles and continuous innovation.

8. **Accountability** – Future Schools are not driven by compliance and are held accountable to specific outcomes.

The Acceleration Schools

At the same time, the remainder of Adams 14 schools (“Acceleration Schools”) will be exposed to research-based approaches and best-in-class partners to help them make the best decisions for their particular school populations to dramatically improve achievement.

Examples of such approaches include the following:

- **Acceleration Academies** provide targeted, small-group academic support for students during school vacation weeks.
 - A school could choose to extend its learning time through a variety of ways, including the implementation of acceleration academies. Such strategies have a strong research base, are fairly compensated with approval from the local teachers union, and yet have been difficult to implement in traditional district structures.
 - A randomized controlled trial conducted by researchers at Harvard’s Graduate School of Education found that these academies had large effects on math performance. Students that attended were 16 percentage points more likely to be above the warning level and 12.6 percentage points more likely to be proficient in math. Effects spill over to ELA improvement, grades, and reduce the likelihood of out of school suspensions.

- **Standards Institute** exposes teachers to curriculum that is proven to be aligned to state standards, on-grade-level, and effective.
 - A school may choose to send a group of teacher-leaders to the Standards Institute to learn about research-based curriculum they can implement in their classrooms, and how to analyze whether materials are aligned, on grade-level, and high-quality.

Empower Schools believes in the following core educational principles and will facilitate partners, both within and outside of Adams 14, to align efforts to provide high-quality services throughout the district that are based around these principles:

- 1. Rigorous, standards-aligned instruction**
 - For example: New curriculum; School schedules designed to allow for core instruction to meet the needs of all learners
- 2. Supports for all learners**
 - For example: Programs specifically designed to support English Language Learners
- 3. Intensive collaboration and professional development**
 - For example: Increased time for professional development; PD that is teacher-chosen based on their needs
- 4. Effective data-driven decision-making**
 - For example: Data solutions such as Achievement Network, behavior management systems, or consistent reading assessments
- 5. Targeted Intervention and Acceleration**
 - For example: Intervention blocks; technology for individualized instruction
- 6. Clear and Positive Student Culture**
 - For example: Clear structures, expectations, and behavioral feedback
- 7. Balanced educational experiences focused on the whole-child**
 - For example: Partnerships with community organizations such as YMCA; in-school enrichment blocks

Expertise in engaging community stakeholders

Community engagement is a key part of Empower Schools' work in all of the Zones we have helped to design and structure. At its center, the model of a local and independent board that meets in open session encourages the elevation of community voice related to a particular group of schools. In each of the Zone design projects we have worked on, there have been multiple opportunities for community members, both those within and outside of the schools themselves, to learn about and discuss the proposed model. This engagement has include town-hall style

sessions, formal presentations at local school board meetings, informal meetings hosted by school leaders for educators and parents, and surveys to gauge opinion.

The redesign process for Commerce High School in the Springfield Empowerment Zone is an example of this work. In the second year of the Zone, a large comprehensive high school, the High School of Commerce, was added to SEZP. Commerce had been struggling for more than a decade and was one of the lowest performing high schools in the state. With the support of Empower Schools, SEZP undertook an ambitious redesign process with the Commerce community.

Prior to making any decisions, Empower conducted an in-depth listening tour to gather stakeholder input from current students, educators and leadership, incoming 8th grade students and their counselors and school leaders, alumni, community members, and parents. In addition, Empower partnered with United Way to host community input sessions in seven different neighborhoods through the Springfield community. A multi-stakeholder design team was then organized to develop a vision for the school, core values, and graduate profile. From there, the team developed a turnaround plan to redesign the school to better serve its students and community.

Engaging the community and understanding the local culture, experience, and hopes for the Adams 14 schools will be a crucial part of the initial assessment process of this project.

Unique Challenges and Approaches for developing and implementing turnaround plans

As referenced earlier, Empower served as the design and launch partner for the district redesign effort in Lawrence, Massachusetts. Empower helped implement a version of a “split-screen” approach and the results have been among the most dramatic in the country. There were several challenges in the early stages, however, including:

1. Operationalizing the Split-Screen approach: Transitioning from a traditional system where schools were directed centrally to one where schools sit at the center of the system and have the flexibility to design their own school models is a huge cultural shift. One of the biggest challenges was ensuring educators at the school level effectively take advantage of autonomies and supports. Many schools continued to have autonomy by “default,” where educators and staff technically had flexibilities but did not yet fully understand or implement them. Other schools absorbed significant new partners but did not carve out effective roles for these partners or fully integrate them into the school’s DNA.

2. **Maintaining urgency:** Despite some early success, the ultimate goal of the turnaround is not for Lawrence to exceed its urban peers, but to create a system of schools that is on a par with Massachusetts' best schools. Even today, struggling schools persist in Lawrence, and so the challenge remains to strike the balance between ensuring that educators, students, and families understand the commendable progress to date while also recognizing that there is much more to be done.
3. **Cementing the changes long-term:** The Lawrence turnaround was envisioned with a five year timeframe. In order for the progress to be sustained, it was critical to think at the onset about how to involve the community in improvement efforts and to think about the transition to the next phase of Lawrence's improvement. Among other community engagement efforts, Empower supported the district and union to come to a landmark agreement in April 2014 that reinforces the features critical to the turnaround while also providing the union and teachers comfort on elements important to them. As Receivership drew to a close, Empower worked with the state and local leadership to design and establish the Lawrence Alliance for Education, a new "Partnership Board" of state-appointed and locally-elected members to lead the district with the new Superintendent.

Additionally, leaders of Third Future Schools have extensive experience improving central office functions and overall organizational effectiveness.

District Renaissance Partners will guide the improvement of central office functions to ensure the transformation is systemic and enduring. The following are some of the key actions that DRP will take to support the continuous improvement of the central office:

- **Modified zero-based budgeting process.** DRP will develop a budget that is prioritized and aligned with the District's goals. We will train the central office staff in how to implement a modified, zero-based budgeting process. The budget will prioritize human resources – effective teachers and support staff – over a myriad of programs. DRP will show District leaders how to significantly increase teacher salaries without sacrificing necessary resources and while achieving higher academic gains.
- **Service Level Agreements for maintenance and facility operations.** Service Level Agreements ensure that these departments are working efficiently and effectively to support schools and minimize costs.
- **Teacher and principal recruitment.** DRP will analyze and streamline recruitment and retention processes to ensure all positions are filled by the time school begins. We will also train School Leaders and HR personnel in rigorous performance interviews to ensure

the District recruits teachers who are effective and aligned with the District's high-performance culture.

- **Earned autonomy.** DRP will guide district- and school-level leaders through a process to implement a system of earned autonomy. The process will align specific actions and indicators for different levels of autonomy and describe how autonomy is earned or limited. DRP will guide district and school leaders in efficiently assessing school performance outcomes and ensuring autonomy is earned in a rigorous and valid manner.
- **Working systemically.** DRP has a clear understanding of the systemic nature of reform and will guide processes and practices to ensure all major initiatives or changes are implemented systemically. DRP will train central office leaders in a process – “storyboarding” – that will help eliminate silos and ensure timely and effective coordination among departments.
- **Creating a high-performance culture.** DRP will guide district leaders and central-office personnel in the development of a high-performance culture, including shifting the culture from a focus on compliance to one focused on supporting teachers and principals. DRP will also show leaders how to shift the system from one guided by outcomes rather than one relying mostly on processes. Further, DRP will provide guidance on how to raise the level of accountability in a way that is supportive and avoids a culture of fear.
- **Communications.** DRP will help build an effective communications department that takes advantage of several different media to communicate with staff, parents, and other stakeholders. DRP will also help central office leaders to gather input and conduct climate surveys among staff and community members.

6. **Understanding of National, State, and Local Context.** [ML5] Describe your organization's understanding of the state's educational landscape (e.g., accountability system, role of local control) and local context (e.g., demographics, District's history of turnaround status, community involvement). Explain how your organization is qualified to serve culturally and linguistically diverse students, those at risk of academic failure, gifted and talented students, those students with learning disabilities, and other students who are historically underserved[ML6]. Describe your organization's expertise and experience in multicultural/multilingual education, pedagogy awareness, and second language acquisition, as well as [JF7] working directly with the United States Department of Education's Office for Civil Rights on compliance with Title VI of the Civil Rights Act of 1964 and the Every Student Succeeds Act of 2015. Describe your organization's expertise and experience negotiating with exclusive representatives of employee groups on matters of wages, hours, and working conditions.

District Renaissance Partners has a track record of successful work across Colorado.

Empower Schools has worked in Colorado since 2015, beginning with our work in Denver (see detailed Denver project description above). Through this work, we have developed a thorough understanding of the education landscape in Colorado, including state accountability measures, the role of local school boards, district and state enabling policies, and various players and service providers. These experiences have also given us a window into the local communities and neighborhoods served by the schools we work with.

We have experience designing structures for and supporting the achievement of a diverse set of learners, in Colorado and beyond (see below).

Project	Economically Disadvantaged	FRL	Latino	African American	First Language not English	English Language Learners	Students with Disabilities
Luminary Learning Network (CO)	65.9%	n/a	42.6%	14.8%	n/a	31%	13%
Northeast Denver Innovation Zone (CO)	29.8%	n/a	21.6%	12.6%	n/a	12.9%	7.5%
Beacon Network Schools (CO)	n/a	88.2%	77.6%	5.5%	n/a	57%	18.67%
Springfield Empowerment Zone Partnership (MA)	81%	n/a	67%	18%	18%	n/a	22%
Lawrence Public Schools (MA)	64%	n/a	93%	1%	71%	n/a	17%
Transformation Waco (TX)	93.5%	n/a	51%	40.8%	n/a	20.1%	7.4%

In each case, the structures we design allow for the educators and local board to choose the right partners to improve student achievement. For example, the SEZP chose to create ELL Academies during spring breaks. In these academies, English Language Learners are invited to spend additional time in school working on language acquisition with the Zone's best teachers. This extra learning time has resulted in significant academic gains for students and given teachers the opportunity to pilot new strategies and materials for working with ELL students. As an example, the Duggan Middle School chose to create a schedule that built in intervention blocks during the day for students to work in small groups on specific learning needs.

Within this model, educators are exposed to a variety of partners with differing expertise and can choose those partners that best fit their school community's needs and who can assist them in rapidly improving achievement. We believe that those closest to the students, the teachers and school leaders who work with them, are best equipped to determine what students need.

Our approach will allow educators the time and space to discuss the specific needs of their community, learn from a variety of models and partners, and choose who is best able to meet the needs of their students. A particular benefit of this structure is the ability to source best-in-class partners and choose the strongest for each particular case, rather than relying on the expertise of a central district to meet the needs of varied learners.

The leadership team members of Third Future Schools have spent most of their education careers serving predominantly at-risk children. Closing the achievement gap for students challenged by poverty or language barriers has been and continues to be the core mission of TFS. Miles, in particular, has served at risk populations in Colorado and Texas. For example, when Miles was the Superintendent of Dallas ISD, approximately 94% of the 160,000 students were eligible for free or reduced lunch. 65% of the students identified as Hispanic; 28% African American; 5.5% White; and 1.5% other.

The Third Future Schools team is very familiar with the local communities in Aurora and Colorado Springs, operating two schools along the front range in Colorado. Additionally, Miles has been part of the Colorado education reform community for the last 20 years. He serves on three boards in Colorado and on the Board of the National Council for Teacher Quality. He has been appointed to several state-level committees or commissions and has helped shaped key legislation or reform initiatives in the State.

Our teams will, of course, continue to work in compliance with the Title VI Civil Rights Act of 1964 and the Every Student Succeeds Act of 2015.

Finally, both organizations have extensive experience working with employee groups on matters of wages, hours and working conditions. Mike Miles, specifically, has extensive experience as a Superintendent in two districts. Empower Schools has supported the development of Collective Bargaining Agreements in both Springfield and Lawrence, Massachusetts that have received overwhelming teacher support.

- 7. Organizational Capacity.** Define the capacity your organization has to complete this project. Provide evidence that you can meet the scope of this request in a coherent and timely fashion. Include conditions and structures that need to be in place for successful completion of this project.

Through our joint venture and the support of best in class partners, District Renaissance Partners has the capacity to complete this important project.

Empower Schools has the capacity to design and launch the Commerce City Renaissance Partnership and provide ongoing advisory and support services. The following team members will dedicate a portion of their overall capacity to this project: Brett Alessi, Cara McKenna, Breanna Higgins, and Matt Matera. In addition, we would plan to engage additional full-time capacity as needed as well as consultants that we have worked with in the past, such as Jack Elsey and Seth Racine. We plan to work closely with existing educators and central office staff and also engage local individuals who have local expertise to further increase our capacity. Further still, we will harness and build on the capacity of local voices through their seats on the CCRP board.

Third Future Schools comprises an experienced and high-performing team that has the capacity to deliver on the described proposal. Mike Miles, Aljean Tucker, and Cheryl Serrano will devote considerable and ongoing time to this project. Mike Miles and key members of his team have the proven ability to attract talent both in-state and nationally. While we wish to develop the capacity that already exists in Adams 14, we expect to bring in several experts that can both develop the internal capacity and guide the transformation.

- 8. Proposed Progress Monitoring Systems.** Describe the systems that your organization will put in place to track and monitor the turnaround efforts (e.g., school visits, accountability for implementation, and accountability for student performance). Describe how you will define success.

We propose engaging in a design process for a School Performance Framework for Adams 14 schools. Such a framework would have to include significantly narrowing achievement gaps and growing student Year 2030 competencies. Other metrics include student achievement scores, student growth scores, leading indicators for equity, and staff engagement and retention, for example. The design process would include a robust district and community engagement effort to define those metrics that are important to the local community and a clear system of data gathering, measurement, and reporting. This School Performance Framework would be tied to the Colorado State Performance Framework.

Clear objectives for success with an associated timeline will be defined as part of the process, which will include the voices of educators and community members.

As an example, the Springfield Empowerment Zone Partnership (SEZP) has a robust framework called the Roadmap to Student Success which includes a variety of indicators that provide useful information to school leaders, the SEZP, and the community at large.

As highlighted earlier, we would partner with Attuned Education Partners. Attuned has partnered extensively with district leaders from across the nation to develop and implement the capacities, policies, and practices needed to dramatically improve. Attuned's leaders have experience implementing high-quality school performance and actions frameworks, tiered support frameworks, strong authorizing practices, and unified enrollment systems, among other tools and policies.

The CCRP board would be charged with holding schools accountable and making decisions using an adopted school performance framework.

9. Communication and Stakeholder Input. Describe how your organization will communicate with stakeholders (e.g., local board, district staff, school staff, students the community, other organizational partners, and state-level stakeholders) on early- and long-term indicators of success. Discuss strategies for engaging stakeholders in meaningful ways throughout the process of setting a vision, creating a plan, implementing the plan, progress monitoring to include communicating successes and areas for improvement, while maintaining total transparency to the process to all stakeholders. How will you have consistent communication and feedback with stakeholders.

In designing the Commerce City Renaissance Partnership, we propose engaging the community in the following ways:

- Engage the Adams 14 Board, the CO State Board of Education, local elected officials, and the local teachers' union to design the CCRP membership structure

- Surveys of Central Office Staff, School Leadership teams and educators, and community members
- Community engagement sessions to refine the vision of the Commerce City Renaissance Partnership, which may include working with groups such as Team Tipton, who has been doing work locally
- Focus groups to identify current strengths and areas for improvement
- A community engagement process specifically around the design of the School Performance Framework and indicators for success
- A community leadership academy to expand leadership density and support advocacy among parents and other stakeholder groups
- Strengthening communications and district media to keep the community informed through several different platforms and to receive input through various venues.

Once launched, the CCRP Board will meet in open session, in accordance with Colorado open meeting law, and provide the opportunity for public comment. These regular meetings will provide a venue for the sharing of results and information and allow for two-way dialogue with community members.

SECTION 3 - SCOPE OF SERVICES

Provide an overview for this project. This overview should demonstrate a clear understanding of the Owner's needs and provide clear direction toward how the organization has the capability, capacity, and willingness to complete of the scope of work.

In compliance with the State Board of Education's Order, the Lead Partner's duties and powers must include but not be limited to the following^[KL10] ^[ML11] :

1. Implementing an evidence-based instructional program, including developing/recommending curriculum, assessment systems, scheduling, and professional development;
2. Recruiting and retaining personnel, including responsibilities formerly entrusted to the superintendent, such as: teacher and administrator placement, transfer, and evaluation; recommending to the local board the non-renewal or renewal of employment contracts, action on at-will employees, and action on the superintendent's contract; and employee group negotiations;
3. Recruiting and recommending to the local board management operators needed for individual schools, as well as any service providers needed to support particular programs;
4. Recommending to the local board needed changes to the District's collective bargaining agreement ahead of each annual process for amending said agreement;
5. Evaluating district policies and recommending amendments, revisions, or deletions to the local board policies;
6. Ensuring operational excellence, coordinating community engagement efforts, supporting local governance training, and, ultimately, driving substantive school and District improvement;
7. Determining whether to continue provisions of the Revised Pathways Proposal from 2017, including but not limited to the District's partnership with *Beyond Textbooks*;
8. Such other and further authority as the Lead Partner reasonably needs to create systemic improvement in teaching and learning.

We propose the following:

- District Renaissance Partners is responsible for the creation of the Commerce City Renaissance Partnership (CCRP)
 - CCRP will be a separate 501c3 overseen by a Board of Directors (seats to include District and Union representation as well as community members, likely nine seats in total). The Superintendent may serve as an ex-officio non-voting member.
 - CCRP will pursue a strategy based on the four pillars of: Educator empowerment, within a system of schools, use of a split-screen strategy for schools, with sustainable, local governance.
 - CCRP will be ultimately responsible for delivering on the overall strategy:

- Third Future will be responsible for the design, launch, and operations of the “Future schools” and will also provide advisory support to the Superintendent and Adams 14 Central Office staff, including school improvement guidance.
- Empower Schools will provide support in the design and launch of CCRP as well as ongoing operational and advisory support including improvement support through select partners to CCRP and the Adams 14 Central Office and facilitation of learning between “Future schools” and the rest of the district schools.
- We will engage the services of Attuned Education Partners to provide central office supports. Attuned will facilitate district school leaders, community members, and CCRP through a strategic planning process to co-create a focused set of multi-year priorities and annual initiatives aligned to the four pillars and supported by a detailed implementation plan. Through regular, on-site engagement, Attuned would systematically build the capacity of the central office to implement the plan with excellence. By designing and implementing rigorous progress monitoring systems and by providing regular coaching and technical assistance to senior leaders, Attuned would help build the long-term capacity of Adams 14 and its leaders. Additionally, Attuned will support the design and implementation of key tools, policies, and practices such as principal management and school performance management.
- CCRP is responsible for ensuring all of the parties included in this proposal are successfully fulfilling their commitments and that outcomes are improving or alternative strategies are being pursued. CCRP will have the following duties and powers as articulated in this RFP:
 - 1. Implementing an evidence-based instructional program, including developing/recommending curriculum, assessment systems, scheduling, and professional development;
 - 2. Recruiting and retaining personnel, including responsibilities formerly entrusted to the superintendent, such as: teacher and administrator placement, transfer, and evaluation; recommending to the local board the non-renewal or renewal of employment contracts, action on at-will employees, and action on the superintendent’s contract; and employee group negotiations;
 - 3. Recruiting and recommending to the local board management operators needed for individual schools, as well as any service providers needed to support particular programs;

- 4. Recommending to the local board needed changes to the District's collective bargaining agreement ahead of each annual process for amending said agreement;
- 5. Evaluating district policies and recommending amendments, revisions, or deletions to the local board policies;
- 6. Ensuring operational excellence, coordinating community engagement efforts, supporting local governance training, and, ultimately, driving substantive school and District improvement;
- 7. Determining whether to continue provisions of the Revised Pathways Proposal from 2017, including but not limited to the District's partnership with *Beyond Textbooks*;
- 8. Such other and further authority as the Lead Partner reasonably needs to create systemic improvement in teaching and learning including:
 - Defining and implementing a robust Performance Management Framework
 - Streamlining and modernizing central management systems to support school-level decision-making
 - Developing a transparent, school-level budgeting system allowing school level choice on key budget allocation matters
 - Authority over the Adams 14 District budget
 - Authority over the school schedule and calendar
 - Any responsibility formerly entrusted to the Superintendent

Additionally, and specifically, the District requests expertise and a plan for implementing the following:

1. **Organization Cultural Shift-** Aligning, developing, and supporting human and professional capital where all stakeholders are motivated to commit to whole-system transformation; developing existing and new teachers and leaders while insisting on high expectation learning experiences for all; developing trust and confidence needed to increase student achievement

Ambitious transformation requires the engagement and buy-in of all levels. Research indicates that when educators are included in decision-making they are more engaged and committed to their work (Desimone, 2002; Datnow, 2005; Vernez & Goldhaber, 2006; Datnow & Castellano, 2000; Johnson, Reinhorn, Charner-Laird, Kraft, Ng & Papay, 2014; Slavin, 1999).

District Renaissance Partners' theory of action rests firmly in empowering educators to make decisions, leading to greater engagement and buy-in. With this as a foundation, further structures

and systems can be created that raise expectations for students and encourage greater collaboration and trust between teachers.

Empower Schools has supported the design and implementation of the following projects, which included major organizational cultural shifts. Two such examples include the Lawrence, MA district receivership strategy and the development of the Springfield Empowerment Zone Partnership (SEZP).

- Lawrence, MA: District receivership strategy and Turnaround plan included support of the following:
 - Idea development, recruitment of turnaround team, and advisory support
 - Connections with best-in-class partners, school planning support and design of a novel collective bargaining agreement
 - A new strategy for people and partners was implemented as part of the Lawrence, MA receivership which included:
 - Aggressive recruiting, rewarding of top talent, rigorous evaluation, and greater autonomy to help cultivate a strong talent base
 - The establishment of Teacher Leadership Teams at each school and the creation of a Teacher Leadership Cabinet
 - Acceleration Academies that, in addition to providing additional targeted learning opportunities during vacation breaks, served as a recruitment and retainment tool
 - Teaching at Acceleration Academies is prestigious with teachers recruited from Lawrence and beyond
 - Teachers selected for the Sontag Prize in Urban Education receive high-quality professional development from national experts and a \$3,000 stipend to work with struggling students during week-long Acceleration Academies over winter and spring vacations
- SEZP: Innovations at the school level and interaction with central office staff including the following:
 - Design of an innovative Collective Bargaining Agreement (CBA) that has been approved and renewed by teachers by an overwhelming majority (93% of teachers voted to renew in 2018)
 - Working conditions (including teacher schedule, class size, meeting/PD structure etc.) set at the school level
 - Working conditions set in an annual, revisable School Operational Plan
 - School calendar and schedule set at the school level with stipends for teacher working more than 1540 hours
 - Principals have hiring authority, authority for promotion and assignment, and dismissal authority to the limit of the law

- Performance-based compensation and stipend authority
 - Steps and lanes replaced with a career ladder containing five tiers that compensates teachers commensurate with their development and impact on students, rewarding and retaining high-performers and assisting in attracting high-potential teachers
 - Principal has authority to provide additional stipends to teachers
- Dispute resolution where most disputes are settled via non-binding mediation
- Creation of Teacher Leadership Teams (TLT) at each school, which are included in the CBA
 - TLTs are typically made up of one teacher from each grade level and one teacher representing “specials” who are elected to serve on the team along with one teacher selected by the Principal
 - Members of the TLT work with the Principal to develop the school’s annual operational plan, run grade-level team meetings, and come together as a group to discuss schoolwide strategy, vision, and concerns that are then communicated to the administration.

Third Future Schools leader Mike Miles and his team have successfully created high-performance cultures in the Harrison School District, Dallas Independent School District, and, currently, the Third Future Schools network. They have been able to create a cultural shift in each organization by engaging the staffs and stakeholders in the change and insisting on high expectations for the learning experiences of students and the professionalism of the staff. Some of the actions and initiatives TFS has taken to create high-performance cultures include:

- **Strengthening the employee value proposition.** Miles has raised average teacher salaries in every organization he has led. In the Third Future Schools network, the average salary of the teachers hired over the last two years has been \$60,000, well above the average in the Denver Metro area. Benefits have also been increased. TFS, for example, pays 100% of the health, vision, and dental insurance for individual employees. The TFS team has experience designing a budget and educational system where teacher compensation is prioritized, and the employee value proposition is one in which “what the organization values is aligned with how employees are compensated.”
- **Implementing Core Beliefs.** The TFS team believes a high-performance culture is key to ensuring students receive the best education possible. Miles and his team are expert at helping the school leadership and teacher leaders create a set of Core Beliefs *and* helping the staff understand how those beliefs manifest themselves in the school and classrooms daily. Training and professional development is continual and purposeful to ensure there is a true shift in culture.

- **Expanding leadership density.** Miles and his team has created leadership academies to expand leadership density in Harrison and in Dallas. He established a teacher leadership academy, principal leadership academy, and in Harrison, a community leadership academy. These academies built leadership skills, provided employees an opportunity to gain perspective and share ideas, and empowered employees to solve school- and department-level problems. After attending the academies, staff members were much more motivated to commit to systemic transformation.
- **Increasing autonomy.** One key principle of Miles' operations is to hire effective teachers and administrators and grant them the autonomy to do their jobs well. This, of course, requires strong parameters, measurable outcomes, and clear expectations. Miles and his team have been successful in growing the autonomy of staff members in order to improve decision-making and a sense of empowerment. Staff members who are not ready for full autonomy are trained and coached. Autonomy for them is earned over time; more autonomy is given to those who meet the established indicators of success and meet expectations.

2. Instructional Transformation- Providing instructional clarity and transformation resulting in strong infrastructures, effective use of research-based strategies, operative planning, and effective lesson delivery; creating a District-wide instructional framework and reporting system for first best instruction that is research- and standards-based, rigorous, and culturally responsive; developing and bolstering intervention and enrichment supports for literacy, numeracy, English language learners, and those students identified with special instructional needs; and developing and expanding Early College and Career and Technical Education opportunities

Empower Schools helps develop an ecosystem of aligned supports for schools to ensure they have the resources needed to use their autonomy well, including establishing partnerships with nationally, regionally, or locally known school support and technical assistance providers. In the Springfield Empowerment Zone Partnership, the following proven partners were engaged:

- *UnboundED Standards Institute:* Educator teams had the opportunity to participate in a week-long standards institute to engage in learning about Common Core State Standards with educators from across the country and bring information and materials back to their school sites for ongoing learning throughout the year.
- *Student Achievement Partners:* SEZP collaborated with Student Achievement Partners (SAP) to train school leadership teams on Instructional Practice Guides

- (IPG's) to support observations of high-quality standards-aligned instruction in action.
- *TNTP*: Empower partnered with TNTP in the initial design and launch phase of the Zone to provide talent support on a wide range of initiatives. These initiatives included creating a strategy for talent pipelines and recruitment, streamlining HR systems and processes, and training school leaders on best practices re: smart retention and effective evaluations.
 - *The Achievement Network*: Provided schools with coaching and support on data-driven standards aligned assessments and planning resources. They also provided comprehensive school coaching and support to two schools.
 - *CT3*: Empower developed a partnership with CT3 to provide opportunities for schools to receive training and support in implementing “Real-Time Teacher Coaching” (RTTC) and “No-Nonsense Nurturer” approaches to classroom culture.
 - *School Empowerment Network*: To support implementation of SEZP performance management system, SEZP partnered with the School Empowerment Network to conduct School Quality Reviews.
 - *Better Lesson*: Empower partnered with Better Lesson to provide virtual one-on-one coaching experiences for educators interested in taking on instructional leadership positions within the Zone.
 - *Relay Graduate School of Education*: Through the support of Empower, high-potential rising school leaders had the opportunity to participate in Relay Graduate School of Education’s National Principals Academy Fellowship.
 - *Achievement First*: Empower developed a partnership with Achievement First to provide high-potential school leaders with opportunities to participate in intensive professional development and coaching aimed at developing school leaders.
 - *Generation Teach*: Empower helped recruit Generation Teach to Western Massachusetts to help build a pipeline of talented and diverse young people interested in working in education in the region.
- **RSIZ career and technical education opportunities**
 - In the Rural Schools Innovation Zone in South Texas, an innovative partnership has been created to expand student opportunities in Career and Technical education. In the Zone, each school has a specific pathway to offer to students across the Zone, multiplying opportunities for students. Pathway examples include Health Sciences, Architecture and Construction, a STEM Center, and Career and Technology Education, many in partnership with local colleges and universities which offer concurrent enrollment.

Mike Miles and his team have extensive experience in transforming instructional practices in numerous districts and schools. They have been able to raise student achievement because they focus on improving the quality of instruction in the classrooms. TFS believes that the number one variable in closing achievement gaps is the quality of instruction and the effectiveness of the teacher. Among the initiatives and actions TFS has taken in the past to transform instruction are:

- **Aligning the curriculum.** School leaders and teachers are trained on curriculum alignment and become proficient at creating lesson objectives and demonstrations of learning to keep the instruction focused and tied to the standards.
- **Using multiple response strategies.** Teachers learn how to engage all of the students, not just the handful who raise their hands. The use of multiple response strategies strengthen engagement and learning and is a staple of all TFS schools.
- **Differentiating instruction.** Miles and his team have the experience to support instruction and coach teachers to ensure strong differentiation of instruction.
- **Enhancing personalized learning.** In the TFS model, students who are behind receive more time; students who are ahead get challenged. The unique model that combines direct instruction and personalized learning has helped most students in the TFS system gain two years growth in just one year. English language learners and students with special needs also benefit from this hybrid model.
- **Providing instructional feedback.** What gets feedback gets done better. TFS believes that in order to move school staffs from good to great, school leaders must provide effective instructional feedback. Without on-the-job coaching, there will not be an instructional transformation. Miles and his team are experts at providing instructional feedback and training other school leaders to become effective instructional coaches.

3. Leadership Development- Creating rigorous school and District accountability systems that provide guidance for leadership, coaching, teaching, assessing, and monitoring learning; and providing support for expectations for ongoing Professional Learning Community work to create the collective efficacy of all staff

As referenced above, the creation of a School Performance Framework is key to providing information to school and district leaders and board and community members as to the progress of each school. This framework will be designed collaboratively with the school community and will serve as a guiding document for leadership, coaching, teaching, and monitoring of learning.

The CCRP board will commit to using such a framework and making decisions based on key outcomes.

In addition to this framework structure, there are multiple other ways in which school and district level leaders may be developed.

In particular, school-based leadership development and support could include the following:

School Planning Support

- a. Support school leaders to develop, articulate, and achieve buy-in for a vision and strategy for school improvement
- b. Lead school leaders and educator teams through a process to create bold and actionable school plans that are aligned to the school's vision and address the most urgent needs for improvement
- c. Work with each school to develop a plan that articulates campus-level decisions around schedule, curriculum, budget, staffing, culture, and more. Plans must be approved by the CCRP board

Individualized School Coaching

- a. Work closely with school leaders to identify and prioritize schools' areas for improvement and corresponding root causes
- b. Build school capacity to implement prioritized improvements in the current year while planning for bold changes in the following

Empower Schools has supported leadership development efforts at both the district and school level in many projects including the following:

- Development of the Lawrence Partnership Board structure
 - The Lawrence Public Schools entered state receivership in 2011, and Jeff Riley was appointed Receiver. In 2018, as Superintendent Riley left LPS, a new partnership board was created to continue state receivership, and a new Superintendent was hired. The new partnership board, the Lawrence Alliance for Education (LAE), is charged with oversight and accountability of the Lawrence Public Schools and is committed to monitoring progress and identifying supports in much the same way that CCRP will do so for Adams 14.
- SEZP
 - Roadmap for Student Success: Empower and the staff of the Springfield Empowerment Zone worked with community members, teachers, and school leaders to develop a school performance management system. This system -

- called the Roadmap for Student Success - is a measure of student achievement, growth, and of each school, including teacher satisfaction and family engagement.
- School Coaching and Support: At the start of the partnership, Empower recruited an ecosystem of local, regional, and national partners to support schools and build capacity of school leaders and teacher leader teams.
 - Each school leader was matched with a “Chief Support Partner” who spent at minimum one day a week on-site with school leaders providing on the ground coaching and support. Chief Support Partners included TNTP, The National Center for Time and Learning, CT3, and The Achievement Network.
 - Empower also partnered with select partners to provide targeted support and technical assistance. Some of these partners included: Relay for school leader coaching and development, TNTP for talent strategy and technical assistance and training, and Better Lesson for teacher coaching.
 - Founders’ Fellowship: Empower partnered with former COO of Building Excellent Schools, Matt Brunell, to launch an innovative school leader recruitment program. The Founders Fellowship recruited school leaders from across the country with proven track records in leading autonomous schools. The Fellowship provided candidates with coaching and support to launch a new school in the Zone one grade at a time.
 - Teacher Leadership Teams (detailed elsewhere in this application)
 - Luminary Learning Network (Denver, CO)
 - In the Luminary Learning Network (LLN), several practices are in place to develop a culture of collaboration and leadership development such as:
 - School Reviews: LLN school leaders and other high-performing district school leaders visit LLN schools and provide constructive feedback on school performance and strategic alignment.
 - Peer-to-Peer Coaching/Consultancy: On a bi-monthly basis, LLN school leaders meet to share successes and leading practices and provide peer coaching on the unique leadership challenges they face. Additionally, school leaders collaborate in a variety of ways throughout the year. For example, the leadership at DGS is working with the leadership at Cole Arts and Science Academy (CASA) to help CASA implement a stronger distributed leadership model and implement consensus decision-making.
 - Learning Cohorts & Labs: Teachers from LLN schools have the opportunity to engage in intra-zone networking, in order to share best practices and design new innovations, through the creation of Learning Cohorts and Labs. LLN learning cohorts are teacher-developed and led and consist of a group of teachers who commit to at least three learning

labs throughout the course of a year and engage in active discussion of the problem of practice or subject area focus.

- **Strategic Support Sessions:** On a bimonthly basis, the LLN school leaders meet with the LLN ED to review LLN goals, align on strategies and tactics to achieve them, and report on progress made. These sessions are also used to determine unique opportunities within the zone to support the leadership development of LLN school leaders by using the zone's strategic plans to create possibilities for these leaders to steer initiatives beyond the scope of their individual schools.

Miles and his teams have been able to transform school districts because they support and develop leaders, create high-performance cultures, and hold the school systems accountable for keeping expectations high and for achieving agreed-upon outcomes. The Third Future Schools network is a model for organizational effectiveness and systems thinking. Leadership development examples include:

- The creation of leadership academies as noted above.
- The implementation of Professional Learning Communities (PLCs) to strengthen the use of data and to keep leaders and teachers focused on the continual improvement of instruction.
- Establishing strong alignment among the mission, organizational goals, priorities, coaching objectives, and evaluations.
- Placing a premium on measurable outcomes rather than processes.
- Having clear expectations and parameters while allowing for greater autonomy.

Schools and District Office Included in the Scope of Services:

**Adams City High School
School**

7200 Quebec Parkway
Commerce City, CO 80022
80022

Lester Arnold High School

6500 East 72nd Avenue
Commerce City, CO 80022
80022

Alsup Elementary

7101 Birch Street
Commerce City, CO 80022
80022

Dupont Elementary

7970 Kimberly Street
Commerce City, CO 80022
80022

Kemp Elementary

6775 Oneida Street
Commerce City, CO 80022
80022

Rose Hill Elementary

6900 East 58th Avenue
Commerce City, CO 80022
80022

**STARS Early Learning Center
Services**

5650 Bowen Court
Commerce City, CO 80022

Adams City Middle

4451 East 72nd Avenue
Commerce City, CO

Kearney Middle School

6160 Kearney Street
Commerce City, CO

Central Elementary

6450 Holly Street
Commerce City, CO

Hanson Elementary

7133 East 73rd Avenue
Commerce City, CO

Monaco Elementary

7631 Monaco Street
Commerce City, CO

Sanville Preschool

5941 East 64th Avenue
Commerce City, CO

Educational Support

5291 East 60th Avenue
Commerce City, CO 80022

SECTION 4 – SCHEDULE

Provide a 6-month assessment plan detailing current practices in the District. Additionally, provide a high-level master plan schedule, including key milestones, from the first 6 months to the date to the completion of the project continuing for a term of not less than four years (48 months).

By the start of the contract:

- Commerce City Renaissance Partnership (CCRP) Board will be formed and trained, and related by-laws and governing documents will be created
- Decision made on whether CCRP requires an Executive Director or other administrative staff as well as a plan to recruit, hire and onboard such staff

6 Month Assessment

To begin, we would undertake a 6 month assessment of Adams 14, which we see as an overall opportunity to learn from the district and school community and create a common language for success by engaging in the following activities:

Community aspirations:

- An assessment of stakeholder's best hopes and worst fears about the selection of a management organization. This will allow DRP to refine its plans to tap into the community's best hopes and mitigate its worst fears. Town hall meetings will engage community stakeholders representing a wide mix of perspectives to best inform the work going forward.
- DRP will also assess the alignment of the District's vision and mission towards new goals and performance metrics as well as the community's picture of a Year 2030 workplace and world.

Central office:

- Finance: DRP will review finance processes and procedures, focusing on how the budget is created and the 2019-2020 budget's alignment with priorities and mission.
- Human resources: DRP will assess the recruitment and retention processes with the goal of ensuring the District starts the 2019-2020 school year fully staffed.
- District operations: DRP will review the efficacy of district-level operations, including maintenance and facilities, transportation, technology, food service, and transportation. DRP will assess the efficacy of service level agreements and determine if all sections are supporting the schools effectively.

- Communications: DRP will assess the District's communications protocols and the effectiveness of District communications to inform and gather feedback from the schools, parents, and community.
- Working systemically: DRP will assess the degree to which the Central Office staff are working systemically and as a team. We will identify silos and coordination challenges.
- Leadership density: DRP will assess the leadership, decision-making, and capacity of the executives among the Central Office staff.
- Partnerships: DRP will review and assess current partnerships, including that with Beyond Textbooks

Instruction

- DRP will assess the overall quality of instruction in each school, including an assessment of the strength of curriculum alignment; good, first instruction; student engagement; rigor; use of data; MTSS; and strength of the instructional strategies and lessons.
- We will assess the processes and methods school leaders employ to continuously improve the quality of instruction.
- We will determine the level of support and resources every school receives and identify gaps in that support or system inequities and other challenges.

Culture and climate

- DRP will assess the degree to which individual schools and the District follow the principles of a high-performance culture.
- We will use a school system culture rubric to assess the general culture and climate of each school.
- We will assess adherence to and alignment with the Districts priorities, values, and beliefs.
- Within the first six months, we will conduct climate surveys of teachers, support staff, administrators, and parents.

Student achievement

- DRP will conduct a full analysis of the academic strengths and challenges of the District's students by subgroup.
- We will administer the NWEA MAP exams in the spring to assess Adams 14 student academic performance levels.
- We will assess the school and District processes to use data, conduct professional learning communities (PLCs), develop appropriate interventions, and generally react to identified gaps or lack of progress.

School leadership

- DRP will assess the leadership, decision-making, and capacity of each principal to successfully meet rigorous performance and achievement goals, especially regarding the improvement of the quality of instruction and establishing a high-performance culture.

Student services

- DRP will assess the effectiveness of the department of student services, focusing on the provision of supports and services to raise the academic proficiency of special student populations.
- Identification and prioritization of any urgent challenges that lie beyond the general scope of challenges, including orders related to the Office of Civil Rights

Adams City High School

- By September 1, 2019, assess possible further actions for Adams City High School, as required by state order

High-level Master Plan Schedule

The six-month assessment detailed above will inform the master plan. Still, we do not intend on waiting a year to begin making some significant and necessary changes to District and school operations. Our draft plan is outlined below.

Prior to the start of the 2019-2020 school year

- Conduct 6-month assessment as described above.
- Engage the local teachers union
- Establish performance metrics and academic outcomes. Based on the 6-month assessment, DRP will work with the District to establish performance metrics and outcomes for the District and for each school.
- Revise the budget using a modified, zero-based budgeting process. DRP will develop a budget that is prioritized and aligned with the District's goals. We will train the central office staff in how to implement a modified, zero-based budgeting process. The budget will prioritize human resources – effective teachers and support staff – over a myriad of programs. DRP will show District leaders how to significantly increase teacher salaries without sacrificing necessary resources and while achieving higher academic gains.
- Select experienced principals. Based on the assessment of principal and assistant principal capacity, DRP will retain effective leaders or recruit new ones. Principals must be experienced and have a proven track record of significantly improving student academic outcomes.
- Recruit effective teachers to fill vacancies. DRP will streamline recruitment and retention processes to ensure all positions are filled by the time school begins. We will also train School Leaders and HR personnel in rigorous performance interviews to ensure the District recruits teachers who are effective and aligned with the District's high-performance culture.
- Work with District leaders to identify District Core Beliefs and, if necessary, revise the District vision and mission.
- Revamp communications media and messaging. DRP will help build an effective communications department that takes advantage of several different media to communicate with staff, parents, and other stakeholders.
- Begin professional development at all levels. School-level PD will focus on the following:
 - Curriculum alignment, especially the use of lesson objectives, demonstrations of learning, and curriculum maps
 - Good, first instruction
 - Multiple response strategies

- Creating a high-performance culture
- Identify two “future schools.” DRP will work with the District leadership to identify two schools that will start the 2019-2020 school year under the management of Third Future Schools. These schools will provide proof points to help stimulate innovation and change in the rest of the District. Future Schools will be immediately accountable for getting 1.5 years of growth in one year and obtaining a “performance” rating from the State.

Year 1 – 2019-2020 school year

- Operate two “future schools”, adhering to the principles of a new education system and modeled after TFS network schools.
- Coach principals and support schools in improving fundamental, good practices of instruction as outlined in the before-school professional development.
- Train school leaders on how to provide instructional feedback and begin implementation of a culture of providing feedback and on-the-job coaching.
- Coach District- and school-level leaders on writing strong Action Plans (improvement plans). Help them develop proficient action plans and budgets for the 2020-2021 school year.
- Create or revise Service Level Agreements for maintenance and facility operations. Service Level Agreements ensure that these departments are working efficiently and effectively to support schools and minimize costs.
- Develop a robust Performance Management Framework through a collaborative process. The framework will provide a clear and objective way to assess progress and outcomes and will measure metrics that matter to the Adams 14 community.
- Develop an “earned autonomy” framework. DRP will guide district- and school-level leaders through a process to design an earned autonomy framework. The process will align specific actions and indicators for different levels of autonomy and describe how autonomy is earned or limited. DRP will guide district and school leaders in efficiently assessing school performance outcomes and ensuring autonomy is earned in a rigorous and valid manner.
- Begin or strengthen professional learning communities (PLCs).
- Convene teacher groups to discuss changes to the employee value proposition in order to improve teacher compensation. Also work with teachers and school leaders to draft a new teacher evaluation system aligned with high quality instruction and performance outcomes.
- Convene stakeholder groups to discuss Year 2030 competencies for students and staff.
- Determine effectiveness and efficacy of school-level programs in use and whether to continue to use them.

- Begin or reinforce progress monitoring assessments – DIBELS and NWEA MAP assessments.

Year 2 – 2020-2021 school year

- Evaluate the success of the Future Schools. Determine whether to begin two additional Future Schools in the 2021-2022 school year. If so, plan during the 2020-2021 school year to open these two schools using the Future Schools model.
- Continue to reinforce and strengthen first-year initiatives and changes.
- Implement revised principal and teacher evaluation systems.
- Implement Performance Management Framework.
- Implement earned autonomy framework.
- Eliminate school-level and district programs found to be ineffective. Support key programs identified by individual schools as being effective in reaching their performance and achievement outcomes.
- Continue district-level professional development on improving fundamental, good practices of instruction and the establishment of a high-performance culture. Differentiate school-level professional development based on the identified needs of the school.
- Implement a process to provide additional and targeted resources to address gaps and deficiencies in the lowest performing schools.
- Introduce model to help schools and District work more systematically. Conduct professional development on systems thinking and assess the schools and the District using a systems rubric.
- Strengthen student services. DRP will guide the District in strengthening students services, including professional development, recruitment of staff, evaluation of the services provided, and processes to identify students and develop rigorous interventions.

Year 3 – 2021-2022 school year

- Begin two more Future Schools.
- Reinforce practices and initiatives of the last two years. In this year, DRP will recommend that the District limit the number or scope of new changes. The staff should focus on reaching proficiency or exceeding expectations on the initiatives and models implemented over the last two years.
- Professional development will reinforce training already provided over the last two years.

- The District will continue to provide additional and targeted resources to address gaps and deficiencies in the lowest performing schools.

Year 4 – 2022-2023 school year

- Reinforce practices and initiatives of the last three years. In this year, DRP will assess readiness and create a transition plan for Adams 14.

SECTION 5 - REFERENCES

Provide a comprehensive list of **all** school/district/systems turnaround projects completed or begun within the last five (5) years, with current contact information. Provide detailed project descriptions and results. Identify individual and collective projects. Please note that the Owner reserves the right to check additional references beyond those provided in the submittal documents.

Empower Schools References:

- Lawrence
 - John Connolly: Lawrence Alliance for Education Board Chair
 - john.connolly@lawrenceallianceforeducation.org
- SEZP
 - Dan Warwick: Superintendent, Springfield Public Schools
 - WarwickD@springfieldpublicschools.com
 - Colleen Beaudoin: SEZP Co-Executive Director
 - cbeaudoin@springfieldempowerment.org
- LLN, NDIZ, BNS
 - Mary Seawell: LLN Board Chair and Senior Vice President of Education at Gates Family Foundation
 - mseawell@gatesfamilyfoundation.org
 - Jessica Roberts: LLN Executive Director
 - jroberts@llndenver.org
 - Tomi Amos: NDIZ Executive Director
 - tamos@ndiz.org
 - Alex Magana: BNS Executive Director
 - mr.magana@denverbeaconschools.org
- Waco
 - Malcolm Duncan: Transformation Waco Board Chair
 - malcolmtwaco@gmail.com
 - Robin McDurham: Transformation Waco CEO
 - robin.mcdurham@wacoisd.org
- Rural Texas
 - Steve VanMatre: Superintendent, Premont ISD
 - svanmatre@premontisd.net
- Lubbock
 - Kathy Rollo: Superintendent, Lubbock ISD
 - kathy.rollo@lubbockisd.org

- Other
 - Doug Dawson: Assistant Director, Division of System Support and Innovation, Texas Education Agency
 - doug.dawson@tea.texas.gov

Third Future Schools References

- Van Schoales
Chief Executive Officer of A+ Colorado
vschoales@gmail.com; 303 725-1151
- Scott Laband
President of Colorado Succeeds
slaband@coloradosucceeds.org; 202 746-2784
- Zachary Neumeyer
Chairman at Sage Hospitality Resources
zack.neumeyer@sagehospitality.com; 303 638-3567
- Kate Walsh
President of the National Council on Teacher Quality
kwalsh@nctq.org; 410 303-8311

Dallas

- Mike Morath
Texas Commissioner of Education and former Dallas ISD Board member
mike@mikemorath.com; 214 629-8927
- Todd Williams
President of Commit!
Former partner of Goldman Sachs, education advisor to Dallas Mayor Mike Rawlings
williamstodd@mac.com; 214 725-9265
- Ann Smisko
Former Deputy Superintendent of Dallas ISD
annsmisko@gmail.com; 512 771-1842

Harrison

- Deborah Hendrix
Former President of the Harrison School Board
dhendrix635@msn.com; 719 271-2411
- Michael Johnston
Former Colorado State Senator
mcjohnstonian@yahoo.com; 720 838-7633
- Dwight Jones
Vice President for National Urban Markets,
McGraw-Hill Education
Former Commissioner of Education for Colorado
Dwightjones567@gmail.com; 702 449-3408

Appendices:

- Resumes of all named staff
 - Brett Alessi
 - Mike Miles
 - Chris Gabrieli
 - Aljean Tucker
 - Cheryl Serrano
 - Matthew Matera
 - Cara McKenna
 - Breanna Higgins

The following case studies provide further context for our work:

- *Built to Last, the Springfield Empowerment Zone Partnership* Bridgespan, October 2017
- *From Innovation Schools to an Innovation Zone in Denver, Colorado* Bridgespan, October 2017
- *The Springfield Empowerment Zone Partnership*, Progressive Policy Institute, January 2017
- *The “City of Firsts” Charts a New Path on Turnaround*, Center for Reinventing Public Education, April 2017
- *Disruptive Innovation in an Urban School District: Denver’s Luminary Learning Network*, Alan Gottlieb – Write. Edit. Think. February 2018

Select Articles featuring the work of Empower Schools and Third Future Schools:

- Chalkbeat, February 2018 *What We’ve Learning from Leading Schools in Denver’s LLN – and How We’ve Used our Financial Freedom*
- Kingsville Record, August 2018 *Four South Texas ISDs come together for partnership*
- Waco Tribune, August 2018 *Waco: Students head back to school with new Transformation Waco partnership*
- Commonwealth Magazine, Spring 2015 *Fixing Failing Schools*

- ***A+ Visit: The Academy of Advanced Learning***, A+ Colorado Stay Sharp Newsletter, Dec. 12, 2018; <http://apluscolorado.org/a-plus-colorado/stay-sharp-newsletter-december-2018/>
- ***Miles Plans to Reinvent School***, Editorial Board of Colorado Springs Gazette, Dec. 3, 2018; https://gazette.com/opinion/editorial-despite-d--mike-miles-plans-to-reinvent-colorado/article_6d289624-f417-11e8-8fa9-f7dac4a89a04.html
- ***Warding Off Election Night Hobgoblins and Demons by Focusing on Schools***, Jim Schutze, Dallas Observer, Nov. 8, 2018; <https://www.dallasobserver.com/news/big-winner-on-election-night-was-dallas-if-you-dont-live-here-condolences-11338678>
- ***Dallas Public Schools Are Going From Agonizingly Bad to Amazingly Great in a Hurry***, Jim Schutze, Dallas Observer, Aug. 24, 2018; <https://www.dallasobserver.com/news/dallas-public-schools-doing-so-well-they-draw-astonishment-11058372>

Video highlighting the work of the Springfield Empowerment Zone Partnership:

- Short video to hear directly from educators in the Springfield (MA) Zone, as well as the Superintendent and Union.

CHRISTOPHER GABRIELI

24 School Street, 3rd Floor, MA 02108 | 617 378-3912 | chris@empowerchools.org

POLICY & EDUCATION EXPERIENCE

- | | |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2011- | <p>CEO, <i>Empower Schools</i></p> <ul style="list-style-type: none">· Co-founded education policy and practice non-profit focused on restructuring clusters and whole districts of district public schools to dramatically improve performance· Helped design and launch the successful turnaround of Lawrence Public Schools· Partnered with Salem, MA on turnaround of Bentley Elementary School· Partnered with Springfield, MA on creating Springfield Empowerment Zone Partnership |
| 2011- | <p>Co-Founder, <i>Transforming Education</i></p> <ul style="list-style-type: none">· Co-founded education non-profit focused on incorporation of full range of student non-cognitive competencies into policy and practice. |
| 2015- | <p>Chairman, <i>Massachusetts Board of Higher Education</i></p> <ul style="list-style-type: none">· Appointed by Governor Charles D. Baker |
| 2015- | <p>Chairman, <i>Springfield Empowerment Zone</i></p> <ul style="list-style-type: none">· Appointed by Massachusetts Department of Elementary and Secondary Education, Mitchell Chester |
| 2000-2015 | <p>Chairman, <i>National Center on Time & Learning/Massachusetts 2020</i></p> <ul style="list-style-type: none">· Co-founded education policy and practice non-profit focused on expanding learning time for disadvantaged students· Successfully grew organization to national leader in the space; raised tens of millions of dollars from leading foundations and helped catalyze policies leveraging billions of dollars of federal and state education funding |
| 2009- | <p>Lecturer, <i>Harvard Graduate School of Education</i></p> <ul style="list-style-type: none">· Teach highly rated course A111C on the political science of education policy change in the United States· Direct Massachusetts Education Innovators program in partnership with the Dean |
| 2007-2009 | <p>Chairman, <i>Springfield Finance Control Board</i></p> <ul style="list-style-type: none">· Selected by MA Governor to lead Board of organization responsible for turning around financial and operational integrity of state's third largest city with a \$600+ million budget· Successfully completed legislative mandate ending state takeover with full return of state's initial loan; balanced local budget; healthy reserve on hand and used surplus to fund Springfield Promise which helps all Springfield high school seniors afford college |

BUSINESS EXPERIENCE

- | | |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1986-2015 | <p><i>Bessemer Venture Partners</i></p> <ul style="list-style-type: none">· Recruited to firm initially as Associate in West Coast office to help build life sciences practice; promoted to Partner in 18 months; led life science practice for twenty plus years; led investments in over 50 biotechnology and healthcare services companies; co-led the firm overall for much of the 1990s; twice named to Forbes Magazine's Midas List of the 100 top venture capitalists in America· Partner Emeritus 2015 -· Venture Partner, 2000-2015; became part-time after 2000 to devote majority of personal time to public policy and service goals; responsible for initiating and managing a handful of new deals and mentoring likely successor; ceased making new investments in 2012· General Partner, 1988-2000· Associate, 1986-1988 |
| 2004-2015 | <p>General Partner, <i>Ironwood Equity Fund</i></p> <ul style="list-style-type: none">· Co-founded \$71 million "double bottom line" venture capital SBIC fund in partnership with CT-based Ironwood Capital |
| 1983-1993 | <p>Co-Founder and CEO, Vice Chairman, <i>GMIS, Inc</i></p> <ul style="list-style-type: none">· Co-founded healthcare informatics company GMIS and was twice its CEO (until 1986) and a Board member until 1993· Raised four rounds of venture capital and helped create what became the industry leader in its space· GMIS went public through an IPO in 1991 and was eventually consolidated into industry leader McKesson HBO where its products continue to be sold and used |

EDUCATION

- | | |
|-----------|----------------------------------------------------------------------------|
| 1977-1981 | AB, History & Science, <i>Harvard College</i> |
| 1981-1983 | Attended for 2 years, <i>Columbia College of Physicians & Surgeons</i> |

experience**EMPOWER SCHOOLS (2013-present)**

Boston, MA

Managing Partner and Co-Founder

- Responsible for building and growing the organization, including creating and implementing the overall strategy, attracting an exceptional team and board, cultivating new markets for expansion, developing partnerships, and securing funding.
- Led a coalition of school, district, and city leaders to collaboratively design and launch Denver's first Innovation Zone, which codified school-based decision-making and reimagined central office supports across four innovative Denver public schools serving more than 1,700 students.

Boston, MA

MASSACHUSETTS 2020 FOUNDATION (2012-2013)**Managing Director – New Initiatives**

- Led the exploration, assessment and incubation of strategic, comprehensive, long-range efforts to create new solutions that effect systemic change, resulting in the launch of two new nonprofit organizations (Empower Schools and Transforming Education).
- Partnered with Lawrence Public Schools Receiver and Massachusetts Department of Elementary and Secondary Education to craft a district-wide turnaround strategy based on the portfolio model of high autonomy and high accountability schools, resulting in a 40 percentage point increase in the share of Lawrence Public Schools students attending Level 1 and 2 schools.

Boston, MA

EDUCATION PIONEERS (2008-2012)

Played leadership role in growing national nonprofit with funding from Gates, Broad, and Dell to develop leaders for the k-12 education sector. Organization grew from 9 employees with \$2MM budget in 2008 to 40+ employees with \$6MM budget in 2012. 1st site director to be promoted to regional Executive Director.

Executive Director – Greater Boston and New England

- Responsible for the financial, organizational and programmatic strength of Education Pioneers in the Greater Boston Area, including creating and implementing site vision and strategy, managing site-based team and P&L, and developing ongoing community presence.
- Member of National Senior Operating team, which oversees all aspects of national strategy and program design. Selected to manage national partnership strategy and implementation across seven regions.

Managing Director – Boston

- Successfully led aggressive regional growth strategy (28% y/y) while maintaining high level of program quality and high degree of selectivity, accepting only 12% of all applicants.
- Developed and successfully executed first regional fundraising strategy, establishing relationships with major local institutional investors like the Boston and Barr Foundations to generate more than \$1MM in revenue/year (top regional fundraiser).
- Developed and managed formal partnerships with 50+ leading organizations in the region, including MA Dept of Education, Boston Public Schools, KIPP Lynn, City Year, Teach for America, Stand, Year Up, YouthBuild, and NewSchools Venture Fund.

REVOLUTION HEALTH GROUP

Washington, DC

Founding Director of Corporate Social Responsibility (CSR), 2006-2007

Developed and executed first CSR strategy for an online startup backed by AOL co-founder Steve Case. The company merged with Everyday Health and is now one of the leading online health portals.

- Developed marketing position and strategy to ensure business objectives were supported by a strong social mission to extend healthcare improvements to a broad population and differentiate the brand.
- Identified and structured strategic partnerships with 12 leading nonprofits, including Susan G. Komen, American Heart Association, and others, to improve brand perception and engage a broader demographic.
- Partnered with the Case Foundation and others to actively engage more than 75% of employees in community initiatives that demonstrated Revolution's core values in a meaningful and actionable way.

INNOVATIONS IN CIVIC PARTICIPATION (2003-2006)

Washington, DC

Played leadership role in building global youth civic engagement think tank incubated through a multi-year grant from the Ford Foundation. Promoted to Deputy Director after just 2 years.

Deputy Director

- Advised the World Bank, Inter-American Development Bank, U.S Department of State, and other clients on designing and evaluating innovative, high-quality national youth engagement policies and programs. Resulted in non-education youth investments increasing by 24%.
- Consulted with donors to develop innovative grant programs, including assistance with establishing grant goals and guidelines and long term strategy to maximize social return on investment. Resulted in new national youth service policies in Panama and Argentina.

Projects Coordinator

- Led planning and implementation of a wide range of initiatives, including piloting a new alternative teacher certification program at the University of Washington and developing a strategy for significantly increasing regional capacity for service learning in Latin America (recommendations were adopted by national youth ministers in seven countries).

SAN FRANCISCO DAY SCHOOL

3rd Grade Teacher, 2001-2002

San Francisco, CA

CLYDE F. BROWN SCHOOL,

Spanish Immersion Teacher, 1999-2000

Millis, MA

ECOLE

Founding Director of Community Engagement, 1999

Pucon, Chile

education

BROWN UNIVERSITY, Providence, RI

Master of Arts in Teaching, 2003.

MIDDLEBURY COLLEGE, Middlebury, VT

Bachelor of Arts in History, 1998.

Varsity Lacrosse Team (NCAA Quarterfinals 1996). Study abroad in Nottingham, England and Cape Town, South Africa.

selected articles

- Empower Schools (2014). Urban school reform in Lawrence Massachusetts: Pioneering the “open architecture” model. (<http://empowerschools.org/lawrence-case-study/>).
- Alessi, B. (2006), Youth engaged in service: A strategy for promoting democracy. National Civic Review, 95: 51–56. doi: 10.1002/ncr.149
- Alessi, B (2005), Youth service: A strategy for youth and national development. Youth Development Notes 2nd Vol. 1: 1-4. World Bank.

interests

Trying to keep up with my three sons (5, 3, and 1). Active skier, surfer, and biker. Recovering Francophile. Proficient in oral and written Spanish and French.

F. Mike Miles



fmikemiles@gmail.com

719 352-9121 (c)

Soldier, Diplomat, Educator, Leader

Experienced leader with demonstrated success in transforming school districts and turning goals and ideas into action. A former Army officer and U.S. Diplomat with the leadership, vision, and courage to guide educational reform. Will lead:

- Innovation to create the next generation of schools
- Expansion of schools that prepare students for a Year 2030 workplace
- Community engagement
- Significant improvement of student achievement
- Talent management and development to improve outcomes
- A high-performance culture and one that puts children first

EDUCATION

United States Military Academy, West Point, New York
Bachelor of Science, Engineering (English minor), Jun 1978

Leningrad State University, St. Petersburg, Russia
Graduate of Intensive Language Program, Feb 1986 - Jun 1986

University of California, Berkeley, California
Bachelor of Arts, Slavic Languages and Literature, Dec 1986

Columbia University, School of International and Public Affairs, New York
Master of International and Public Affairs, May 1989. Specialization: Soviet Studies.
Graduate of W. Averell Harriman Institute for the Advanced Study of the Soviet Union

University of Colorado, School of Education, Colorado Springs
Alternative Licensure Program, May 1996. Principal Licensure Program, Oct 1998

Fellow, Pahara-Aspen Institute, Aspen, Colorado, Oct 2017

Fellow, Broad Superintendents Academy, Los Angeles, California, 2011

WORK EXPERIENCE HIGHLIGHTS

Educator

CEO, Third Future Schools
Colorado Springs, CO

June 2016 - present

- Designed and implemented a fundamentally different type of charter school network to close achievement gaps and prepare students for a Year 2030 workplace
- Created a revolutionary *education system* to meet the needs of the modern learner

Co-founder, Third Future Consultants
Colorado Springs, CO

Aug 2015 – Jul 2017

- Helped school and district leaders build effective schools
- Supported the turnaround of low performing and struggling schools
- Provided professional development focused on strengthening leadership density, high quality instruction, a high-performance culture, and effective instructional program

Superintendent, Dallas Independent School District
Dallas, TX

Jul 2012 – Jul 2015

- Guided a leadership team that transformed a large, urban school district, significantly narrowing achievement gaps and creating a high-performance culture
- Developed and implemented the most rigorous and effective pay-for-performance teacher and principal evaluation systems in the nation
- Established a clear focus on the quality of instruction and student outcomes, and created support systems for teachers and principals
- Oversaw the largest student achievement *growth* of any large, urban district in Texas; created and implemented an innovative school turnaround program; and established a national standard for the number of minority students passing the Advanced Placement exams
- Established system-wide performance indicators and created an electronic dashboard to monitor progress
- Led other key reform initiatives to align the curriculum, prioritize resources, expand community engagement, grow investments in early childhood, and expand school choice options

Superintendent, Harrison School District 2
Colorado Springs, CO

Jul 2006 – Jul 2012

- Transformed the District, significantly improving the quality of instruction and raising student achievement
- Expanded leadership capacity and increased the organization's systemic effectiveness
- Designed and implemented a rigorous, first-of-its-kind pay-for-performance system in the nation
- Led other key reform initiatives to end social promotion, develop a Year 2020 curriculum, and produce college and career ready graduates

Other educational experiences:

- **Assistant Superintendent for Curriculum and Instruction**
(School District 8, Fountain, CO, Jun 2003 – Jun 2006)
- **Principal, Fountain Middle School**
(School District 8, Fountain, CO, Oct 1999 – Jul 2003)
- **Teacher, Fountain-Ft. Carson High School**
(School District 8, Fountain, CO, Aug 1995 – Aug 1999)

Diplomat

Foreign Service Officer, U.S. Department of State

Jul 1990 – Jan 1995

- Served as U.S. diplomat in Moscow, Russia and Warsaw, Poland
- As Special Assistant to the U.S. Ambassador to Russia, helped coordinate the Embassy's response to key policies and events at the end of the Cold War

Policy Analyst and Research Specialist
U.S. Department of State

Sep 1989 – Jun 1990

- Soviet Desk -- made policy recommendations and wrote talking points for use by the Secretary of State during high-level discussions with the Soviets on German reunification, chemical weapons, NATO and other issues
 - Bureau of Intelligence and Research (INR) -- analyzed intelligence information and wrote reports for the President's and Secretary of State's morning summary
-

Soldier

Officer, United States Army

Jun 1978 – Jul 1983

- Commanded a 150-man Infantry Rifle company, Ft. Lewis, WA.
- Trained and led a Special Operations Team of the Army's elite Rangers
- Established protocols and procedures for hostage rescue in countries hostile to the U.S.
- Completed advanced training at specialized military schools including Ranger, Airborne, Air Assault and Special Operations Training

OTHER PROFESSIONAL ACTIVITIES

Education Consultant (2003 – 2012; 2015 – present)

- Provided professional development in curriculum alignment, systems thinking, action planning, and leadership for the Colorado Department of Education (CDE), New Jersey Department of Education, Colorado Association of School Executives (CASE), and over thirty school districts in Colorado and New Jersey
- Established and conducted the Western Colorado Educators' Conference and the Southern Colorado Educators' Conference to help bring quality professional development to the rural districts of Colorado
- Presented at numerous conferences, including for CASE, CDE, and the Association for Supervision and Curriculum Development

Adjunct University Faculty

- Taught Educational Politics and Supervision and Evaluation of Instruction for the University of Colorado at Colorado Springs (2006-2009)
- Taught in the Weekend School Executive Preparation Program and Supervision and Evaluation of Instruction for the University of Denver (2008-2009)

Education Committees and Boards

Current

- Board member of Colorado League of Charter Schools
- Board member of A+ Colorado
- Board member of Teach for America in Colorado
- Board member of the National Council on Teacher Quality
- Member of Chiefs for Change

Other

- Expert Advisory Group, Principal Talent Management Project, George W. Bush Institute
- Member of the Governor's Education Leadership Council appointed by Governor John Hickenlooper

- Member of the Pikes Peak Community College Advisory Council appointed by the Colorado State Board for Community Colleges
- Member of the Standards and Review Committee appointed by Colorado Commissioner of Education Dwight Jones
- Member of the Technical Working Group of the Center for Comprehensive School Reform and Improvement located in Washington, D.C.
- Member of the state Technical Advisory Panel for the Longitudinal Analysis of Student Assessment created by Colorado Governor Bill Ritter
- Member of the state RTI (Response to Intervention) Implementation Team appointed by former Colorado Commissioner of Education William Moloney

COMMUNITY SERVICE AND LEADERSHIP

Committees and Boards

- Chairman of the Colorado Springs YMCA Board of Directors (2011)
- Black Leadership Forum, Colorado Springs (2000-2012)
- Colorado Springs Sustainable Funding Committee (2009)
- Pikes Peak YMCA Pioneering Healthier Communities Committee (2009)
- Colorado College Business and Community Alliance Board (2008-2010)
- Citizens Project, Colorado Springs (1998-2001)
- Vice President, Human Relations Coalition Board of Directors, Colorado Springs (1996-2001)
- University of Colorado Dean's Advisory Committee (1998-2001)

Other Leadership training

- Colorado Springs Leadership Institute (2008)
- Center for Creative Leadership Community Leadership Program (2001)
- Bighorn Center Political Development Program (2001-2002)
- Leadership Pikes Peak (1997)

HONORS, RECOGNITION, AND AWARDS

- Dr. Nolan Estes Leadership Ascension Award, University of Texas, Austin (2014)
- Vista Award, Public Relations Society of America (2012)
- Civic Innovator Award, UCCS Center for the Study of Government (2011)
- Man of Distinction Award, Colorado Prince Hall Foundation (2011)
- Honorary Citation in the U.S. Congressional Record (2011)
- Colorado Communicator of the Year Award (2010)
- NAACP Freedom Fund Award for Leadership in Education (2010)
- Urban Peak Colorado Springs Pathmaker Award (2009)
- Colorado Springs Urban League Community Service Award (1998)
- U.S. Department of State Meritorious Service Medal (1994)

- Presidential Management Internship (1989)
- Mellon Fellowship in the Humanities (1987)
- Army Commendation Medals (1978-1983)

PUBLICATIONS

- **The White Papers:** three separate white papers on school leadership, school culture, and teacher recruitment and retention, published by Nevada Succeeds, Feb through April 2016
- **Teacher Compensation Based on Effectiveness**, a report published by the Thomas B. Fordham Institute, Mar 2012
- **Leadership Development for Educators**, book co-authored with Herb Rubenstein and Laurie Bassi, Rowman and Littlefield Publishers, Nov 2009
- **Systems Thinking in Practice**, web cast developed for The Center for Comprehensive School Reform and Improvement, Mar 2007, <http://www.centerforcsri.org/webcasts/webcast3>
- **Operationalizing Systems Thinking**, CASE Leadership Series, Colorado Association of School Executives, Winter 2006, pp. 15-17
- **Fixing the Teacher Evaluation Mess**, article published in ASQ Primary and Secondary Education Brief, Jul 2009 and in Education News Colorado, Jun 2009

SELECTED KEYNOTES AND PRESENTATIONS

- **Implementing a New Education System** – presentation at the Colorado League of Charter Schools Conference, Denver, Colorado, 2 Mar 2018
- **Transforming Education in Nevada** – a series of three presentations at the Nevada Succeeds convenings, Las Vegas, Nevada, Feb – May 2016
- **Leading Large Urban Districts: Reflections and Challenges** – presentation at America Succeeds' Edventure Summit, Boise, Idaho, 10 Sep 2015
- **Transforming Urban Districts** – presentation at the National Excellence in Urban Education Symposium, Dallas, Texas, 21 May 2015
- **Expanding Summer Learning** – keynote address to educators assembled by the Wallace Foundation at its summer learning conference, Dallas, Texas, 25 Mar 2015
- **Measuring principal effectiveness** – presentation at the NSBA 75th Annual Conference, Nashville, Tennessee, 21 Mar 2015
- **Systemic alignment of supervisor, principal, and teacher evaluations** – presentation at the AASA Conference, San Diego, California, 27 Feb 2015
- **Revolutionizing Teacher Compensation** – presentation at the TASBO 69th Annual Conference, Houston, Texas, 18 Feb 2015
- **Decision-making During the Ebola Crisis** – presentation at the TASA

Midwinter Conference, Austin, Texas, 27 Jan 2015

- **Measuring Teacher Effectiveness** – presentation at the TASA Midwinter Conference, Austin, Texas, 26 Jan 2015
- **Leadership and Character in Education** – keynote speech to the Dallas Boy Scouts' Whitney M. Young Jr. Character Luncheon, Dallas, Texas, 14 Nov 2014
- **Cultivating Strong Leadership for Our Great City Schools** – presentation at the Council of Great City Schools 58th Annual Fall Conference, Milwaukee, Wisconsin, 24 Oct 2014
- **Leading transformational Change** – Presentation to Louisiana Superintendents Circle Meeting sponsored by Stand for Children Louisiana, New Orleans, Louisiana, 27 Jun 2014
- **Measuring teacher and principal effectiveness** – Presentation to a group of North Carolina legislators sponsored by BEST, Raleigh, North Carolina, 28 May 2014

Cara E. McKenna

53A Fairmont Street • Cambridge, MA 02139 • (401) 523-8205 • cara.mckenna@gmail.com

EXPERIENCE

- | | | |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 2017 – present | EMPOWER SCHOOLS
<i>Senior Partnership Manager</i> | Boston, MA |
| | <ul style="list-style-type: none">• Develop and cultivate relationships with potential state, district, and community partners to explore the implementation of Empowerment Zones• Support existing and aspiring Zone leadership in strategy, operations, and implementation• Serve as overall project manager for multiple geographies; manage and track workflows and activities of staff, consultants, and partners as required for successful execution | |
| 2015 - 2017 | THE BOSTON CONSULTING GROUP
<i>Consultant</i>
<i>Worked closely with Fortune 500 and other leading organizations on strategy, change management, post-merger integration and large-scale project management</i> | Boston, MA |
| | <ul style="list-style-type: none">• Analyzed organizational structure to identify cost savings of ~\$50M at educational publisher; presented findings to executive leadership team to execute overall savings plan• Led internal communications effort as part of change management at industrial goods client, including creation of the CEO's company-wide Town Hall presentation to communicate company separation to ~10K employees• Managed legal entity change across the global supply chain of major pharmaceutical client, including oversight of ~\$110M program budget and facilitation of working team meetings with global colleagues• Served as Boston office node for global LGBT network and as LGBT MBA recruiting leader for Tuck and MIT Sloan | |
| Summer 2014 | COMMONBOND - a student lending start-up offering low-cost loans to graduate students
<i>MBA Intern, Business Development and Marketing</i> | New York, NY |
| | <ul style="list-style-type: none">• Sourced, pitched, and managed partnerships with alumni associations and affinity groups. Prospected 161 new leads, qualified 11 potential partners, moved three to contract, and launched one deal in eight weeks• Managed social media marketing for two degree programs on Facebook and LinkedIn. Generated new creative concepts and ran a/b tests. | |
| 2007-2013 | BROOKLINE HIGH SCHOOL
<i>Teacher, Social Studies Department (2011-2013)</i> | Brookline, MA |
| | <ul style="list-style-type: none">• Founded the Critical Friends Group for professional status teachers. Coached teachers to achieve better professional outcomes• Co-led the 2013 Cambodia Study Tour including recruitment and selection of students, fundraising, pre-trip curriculum, and in-country logistics• Mentored a first year teacher in curriculum planning and classroom management | |
| | <i>Teacher, Opportunity for Change Program (2007-2011)</i> <ul style="list-style-type: none">• Designed and taught World History and US History courses for students at risk of drop-out• Selected by supervisor to mentor a first year teacher while in third year of teaching, 2008-2009 | |
| 2006-2007 | JOHN D. O'BRYANT SCHOOL OF MATH AND SCIENCE
<i>Teacher, Social Studies Department</i> | Boston, MA |
| | <ul style="list-style-type: none">• Designed and taught World History and US History curriculum | |
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EDUCATION

- | | | |
|-----------|-----------------------------------------------------------------------------------------|----------------|
| 2013-2015 | TUCK SCHOOL OF BUSINESS AT DARTMOUTH
<i>Master of Business Administration</i> | Hanover, NH |
| 2005-2006 | HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION
<i>Master of Education</i> | Cambridge, MA |
| 2000-2004 | BROWN UNIVERSITY
<i>Bachelor of Arts in History</i> | Providence, RI |

MATTHEW MATERA

ADMISSIONS

Admitted to the Massachusetts Bar.

EDUCATION

Yale Law School

May 2011

J.D.

New Haven, CT

- Projects Editor, *Yale Law Journal*; awarded Stephen J. Massey Prize for exemplifying the values of the school's Legal Services Organization; Clinic co-director for the Education Adequacy Project (2009-2010) and board member of the Project for Law and Education at Yale.

Yale University

May 2003

B.A. (English) GPA 3.76 *cum laude*, with Distinction in the Major

New Haven, CT

- Awarded Ralph D. Paine Memorial Prize (given for best senior essay in the Yale English department) in 2003, David Charles Laertes Saltzmann Award in 2003, and John Spangler Nicholas Prize in 2002.

WORK EXPERIENCE

Empower Schools

September 2014-Present

Director of Programs

Boston, MA

- Helped create and manage Springfield Empowerment Zone Partnership, an innovative state-local collaboration serving 4,000 students

Lawrence Public Schools

September 2013-September 2014

Director of Innovation and Talent

Lawrence, MA

- Led efforts in teacher recruitment and selection, coordinated teacher leadership programs and summer programs, and supported three principals.

New Schools for New Orleans/Yale Public Interest Fellowship

August 2011-August 2013

Director of Human Capital Investments (2012-13)/Human Capital Fellow (2011-12)

New Orleans, LA

- Served as project manager for \$13.17 million federal grant and helped manage investments in organizations that support teaching and learning.

Yale University

Spring 2010 and 2011

Residential College Seminar Instructor

New Haven, CT

- Co-instructor for Yale College course, "Solving America's Education Crisis."

Hughes, Hubbard, and Reed

May 2010-August 2010

Summer Law Clerk

Washington, DC

- Produced legal research, analysis, and writing, with focus on litigation.

District of Columbia Public Schools/Education Pioneers

June 2009-August 2009

Summer Associate/Education Pioneers Fellow

Washington, DC

- Participated in education leadership program and worked with the office of special education to create processes for contracting with and monitoring vendors.

Summerbridge Cambridge, a Breakthrough Program

June 2008-August 2008

Dean of Faculty, Literature Department Mentor Teacher

Cambridge, MA

- Supervised teachers (college and high-school students) and served on leadership team.

Murdoch Middle School at Innovation Academy Charter School

August 2005-June 2008

Language Arts Teacher, 7th and 8th grade

Chelmsford, MA

Teach For America

June 2007-August 2007

Curriculum Specialist

Los Angeles, CA

Teach For America/St. Louis Public Schools

June 2003-June 2005

Communication Arts Teacher, Mel Carnahan Middle School, 6th Grade (2004-2005) and 7th Grade (2003-2004)

St. Louis, MO

Breanna Higgins

978-270-3295 Breanna.higgins22@gmail.com

EDUCATION

Doctor of Education, Educational Administration and Policy, The George Washington University	Expected: 2019
Certificate, Technology, Learning, and Leadership, University of Massachusetts at Boston	2012
Master of Education, Curriculum and Instruction, University of Massachusetts at Boston	2011
Bachelor of Arts, History & International Studies, Stonehill College	2010

RELEVANT EXPERIENCE

Empower Schools	2018-Present
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Program Manager

- Manage relationships with school and district leaders to support the implementation of educator-driven school improvement
- Create essential materials, including case studies and rubrics, to evaluate and advocate that zones make a positive difference for students and communities

The George Washington University	2015 - 2018
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Graduate Research Assistant

- Conduct research, literature reviews, and analyze qualitative and quantitative data in support of department research projects on various education policy areas

<i>Consultant for Delaware Department of Education (Program Evaluation Course)</i>	Spring 2016
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- Conducted evaluation of program implementation in several districts to assess programmatic outcomes and goals

Deputy Mayor of Education of District of Columbia	Spring 2016
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Education Policy Intern

- Attended city legislative sessions and compiled deliverables on relevant policies
- Ensured compliance of DME reports with DC regulations

National School Boards Association Center for Public Education	Spring 2016
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Education Policy Intern

- Contributed to the writing of reports, policy briefs, and blog posts
- Support the organization's knowledge of relevant education policies in research and media coverage

City on a Hill Charter Public School, Roxbury, MA	2012-2015
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History Department Head

- Supervise department members, facilitate team meetings, coordinate curriculum and assessments, contribute to creation of school policies, build relationships amongst department staff
- Manage teachers in training through weekly supervisory and evaluative meetings aimed at improving teaching

Response to Intervention Coordinator

- Implemented a multi-tiered student support intervention program; assessed at-risks students' needs to provide appropriate level support, monitored student progress, and communicate on-going support strategies with teacher teams

ADDITIONAL EXPERIENCE

Jeremiah E. Burke High School, Dorchester, MA	2011- 2012
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History Teacher

Community Academy of Science and Health, Hyde Park, MA	2010- 2011
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Teacher Resident

SKILLS

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- Qualitative (Interview, Survey, Focus Groups) and Quantitative Methodologies (SPSS, STATA)
 - Microsoft Office Suite: Word, Excel, PowerPoint

Cheryl Serrano
6975 Village Meadows Dr., Fountain, CO 80817
719-492-7969
cheryldserrano@gmail.com

2007-2015 Fountain-Fort Carson School District 8 Fountain, CO

Superintendent

Serve district of 8,000 students, responsible for all facets of the district, most importantly providing a safe environment for students to learn.

1988-2007 Fountain-Fort Carson School District 8 Fountain, CO

Assistant Superintendent of Business and Auxiliary Services

Responsible for a wide range of administrative duties including the district finances, budgeting, human resources, food service, transportation, warehouse, purchasing, risk management, policy management, contracts and legal issues, long range planning, state and federal pupil count coordinator, military liaison, wellness, state and federal legislation district representative, and records management. For the majority of my tenure I was also responsible for the supervision of construction, maintenance, custodial and technology.

1992-1993 Fountain-Fort Carson School District 8 Fountain, CO

Interim Superintendent of Schools

Assumed responsibilities of Superintendent along with the Assistant Superintendent of Personnel while continuing the role of Assistant Superintendent of Business. Additional responsibilities included working with the Board of Education, preparing for board meetings, working with area superintendents, and worked to help develop trust between central administration and staff.

1987-1988 University of Wyoming Laramie, WY

Instructor

Taught full time in the Accounting Department. Classes included CPA Review, Accounting Principles I and II, and Intermediate Accounting.

1985-1987 Kenneth Thompson, CPA Texas City, TX

Senior Accountant

Responsible for a variety of accounting duties in a CPA firm including; monthly and annual write-up, tax return preparation, research, auditing, and financial statement preparation.

1982-1985

Michael Johnson, CPA

Rockport, TX

Senior Accountant

Responsible for a wide range of accounting duties in a multi-faceted firm including; governmental, industrial, oil and gas, and construction auditing. Tax return preparation and financial planning for individuals, partnerships, and corporations. Monthly and annual financial statement and payroll tax preparation.

Education

Bachelor of Business Administration-1981 Angelo State University

Master of Business Administration-1986 Corpus Christi State University

Master of Education Administration-2010 Jones International University

Committees and Boards

Pikes Peak Metro Board Member

Commissioner for Colorado – Interstate Compact for Military Children. Served as the inaugural Chair for the Compact.

Fort Carson Good Neighbor Award and committee 2015.

City of Fountain Recreation Task Force

Education Data Advisory Committee (EDAC)-committee reports to the State Board of Education and is responsible for reviewing all Colorado Department of Education requests for information from schools, school districts and BOCES.

Financial Policies and Procedures Committee (FPP)-committee reports to the State Legislature in an advisory capacity on all financial issues that affect public schools. The committee is also responsible for developing and maintaining the Financial Policies and Procedures Manual.

Colorado Defense Mission Coalition (CDMC)-committee that includes various community leaders in preparing for the growth at Fort Carson.

Impact Aid-State Chair-serve as the Colorado State Chair to help coordinate legislative efforts and provide a resource for federally impacted schools.

Pikes Peak Alliance-district representative on coalition of area school districts that work together with lobbyist to discuss issues and strategize on legislative efforts.

Colorado Association of School Business Officials (CASBO)-elected board member for the organization, the primary function of CASBO is to plan and organize meetings for staff development of school business officials.

Pikes Peak Association of School Business Officials (PPASBO)-coordinator of the organization of local area school business officials.

Fountain Valley YMCA-Board Member.

Aljean Tucker—Resume

1820 North Prospect, Colorado Springs, CO 80907

Cell: 719-776-0153—atucker21649@gmail.com

Executive Profile

I have 43 years of educational experience from teaching to administration. I have recently adapted curriculum containing the common core using an Understanding by Design format with the creation of district assessments aligned to that curriculum.

Skill Highlights

- Leading change through vision and motivation
- Developed a system for standardized district-side assessing
- Coaching teachers and administrators
- Supervision and evaluation of administrators
- Walk Through coaching of teacher effectiveness
- Training and Staff Development for common core and effective instructional practice
- Leading highly effective teams
- Development of curriculum and aligned assessments
- Instrumental in the development and implementation of a Pay-for-Performance model

Professional Experience

Educational Consultant

July 2014 to present

Consulted, coached, mentored, and trained in various school districts concentrating on curriculum and assessment, feedback and accountability, and systems thinking. I also coach and mentor aspiring school administrators.

Central Office Leader

July 2004 to June 2014<sup>L
SEP</sup> **Harrison School District** - Colorado Springs, CO

Director of Schools--Supervised and evaluated principals and their schools as well as the implementation of *Reading First* in several schools. Trained newly hired assistant principals.

Director of Elementary Curriculum and Assessment --supervised a small team in the development and implementation of a district-wide curriculum and data driven instruction. Supervised content area district-wide adoptions including staff development.

Executive Director for Elementary Curriculum and Assessment Department--
supervised the continual development of curriculum and it's implementation in elementary schools as well as evaluating four principals and their schools. Implemented and trained on the concept of Professional Learning Communities in all elementary schools which included data driven instruction

Assistant Superintendent for Curriculum and Assessment K-12--*led this department in the development and implementation of a Pay-for-Performance system in which data was used from newly developed curriculum aligned assessments for pay. This included leading change, instructional professional development, and the logistics necessary for district-wide assessing and development. Evaluated three principals and their schools.*

Elementary School Principal

July 1994 to June 2004^{[L][SEP]} **Cheyenne Mountain School District** - Colorado Springs, CO^{[L][SEP]} *Led Canon Elementary through the immense changes necessary to address instruction and curriculum to meet the needs for proficiency on the State-wide Colorado State Assessment Program. Canon Elementary had the ranking of EXCELLENT from the State during this time.*

Dean of Students

January 1991 to June 1994^{[L][SEP]} **Harrison School District** - Colorado Springs, CO
Instructional leader as well as supervision and discipline for the 6th grade level of Panorama Middle School

Teacher

January 1970 to January 1991^{[L][SEP]} **Various Districts** - Colorado, New Mexico, California
Taught students from Pre-First-8th grades. Taught all elementary content areas and reading, math, and social studies at the middle school level. Experience as a team leader, curriculum developer, and school and district-wide professional developer.

Education

Master of Arts : Educational Leadership, Bachelor of Arts: Elementary Education